This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

Educ P 243.4

Bound

OCT 12 1908

Harvard College Library

FROM THE BEQUEST OF

JOHN AMORY LOWELL

(Class of 1815)

The original fund was $20,000; of its income three quarters shall be spent for books and one quarter be added to the principal.

THE

University Review

Vol. VI.

January to July, 1908.

SHERRATT & HUGHES
60, Chandos Street, London, W.C.

13427

EducP 243.4

1908, Feb. 4 - August 3.
Lowell fund

Index.

A.

Aberdeen University 259
Agriculturists, The Relative Productivity of British and Irish.....211
Alden, Percy, M.P., "Poverty in Relation to Housing.....33
Art, A Suggestion on the Being of.....367

B.

Bangor, University College of North Wales.....72, 149, 339, 399
Barnett, Rev. Canon, "Poverty: Some Causes and Remedies".....18
Bedford College for Women 68, 330, 385
Birmingham University 56, 192
Bristol, University College 274, 340, 400
Browning, Oscar, "University Reform".....178

C.

Cambridge University 57, 132, 193, 260, 315, 373
Carnegie Trust, The Report of the.....246, 299
Clergy, The Supply of, and the New Universities.....227
Checketts, H. Wilfred, "Some Features in the Organisation of a Modern University Library" 292
Columbia University 308

D.

Durham University 264, 376

E.

Edinburg University 377
Educative Value, The, of Folk-Music.....282
Examinations, Remarks on Matriculation.....343

F.

Farmers, The School of Study for Young, held at Ardenconnel.....153
Folk-Music, The Educative Influence of.....282
Foreign University News:
United States of America.....126, 185, 252, 307
Functions of a Modern University, The.....164

G.

Gardner, Professor A. E., "Ideals of Scholarship".....81
German University, A Summer Course in a.....278
Glasgow University 59, 197, 323, 378

H.

Housing, Poverty in Relation to.....33

I.

Ideals of Scholarship..... 81
Illustration :
The Joint-Committee on Oxford University and Workpeople.....211
Intemperance, Poverty in its Relation to.....101
Ireland, Royal University of 323

J.

Jenkins, J. Austin, "The University of Wales : the Necessity for a Principal Officer" 352

K.

Kandel, I. L., "A Summer Course in a German University".....278
King's College, London 142, 330, 387

L.

Lander, Professor G. Druce, "Veterinary Science and Universities" 49
Leeds University.....60, 134, 199, 264, 324
Library, Some Features in the Organization of a Modern University 292
Lightbody, W. M., "The Teaching of Literature".....89
Literature, The Teaching of 89
Liverpool University.....61, 138, 378
Lodge, Sir Oliver, "Remarks on Matriculation Examinations".....343
London University 64, 140, 201, 325, 380

M.

MacIlwaine, H. C., "The Educative Value of Folk-music".....282
McNaught, Rev. H., "The Supply of Clergy and the New Universities" 227

Manchester University 69, 143, 203, 266, 334, 390
Mansbridge, Albert, "The Functions of a Modern University".....164
Matriculation Examinations, Remarks on.....343
Methods of Instruction in Philosophy 1
Michigan University.....127, 187, 309

O.

Oxford University 71, 147, 204, 272, 336, 392

P.

Paechter, Kurt, "A Suggestion on the Being of Art".....367
Pennsylvania University 128, 253, 311
Philosophy, Methods of Instruction in 1
Poverty, The Problem of.....17
Some Causes and Remedies 18
Poverty in Relation to Housing 33
Poverty in Relation to Intemperance 101
Poverty in Relation to Sweated Industries and the minimum wage 112

R.

Reading, University College 149
Reform, University 178
Relative Productivity of British and Irish Agriculturists, The 211
Reviews 74, 151, 206

S.

St. Andrews University.....205, 396
Scholarship, Ideals of 51
School of Study for Young Farmers held at Ardenconnel, The.....153
Seth, Professor James, "Methods of Instruction in Philosophy".....1
Shann, George, "Poverty in Relation to Sweated Industries and the Minimum Wage" 112
Sheffield University 72, 148, 338, 397
Sherwell, Arthur, M.P., "Poverty in its Relation to Intemperance" 101
Southampton, Hartley University College 150
Suggestion, On the Being of Art, A.....367
Sweated Industries and the Minimum Wage, Poverty in Relation to 112

T.

Teaching of Literature, The 89

U.

Universities and Veterinary Science 49
Universities and Workpeople 242
Universities, The New, and the Supply of Clergy 227
University Library, Some Features in the Organization of a Modern 292
University of Wales : The Necessity for a Principal Officer 352
University Reform 178
University, The Functions of a Modern 164

V.

Veterinary Science and the Universities 49

W.

Wales, University of.....72, 149, 339, 399
Wales, The University of : The Necessity for a Principal Officer ...352
Wilson, Professor James, "The Relative Productivity of British and Irish Agriculturists" 211
Workpeople and the Universities 242
Wright, Principal R. Patrick, "The School of Study for Young Farmers held at Ardenconnel" 153

Y.

Yale University 131, 190, 254, 313

JANUARY, 1908

6d. net

The University Review

VOL. VI. No. 31.

PRINCIPAL CONTENTS.

Methods of Instruction in Philosophy - - James Seth, M.A.

Poverty: Some Causes and Remedies - Rev. Canon Barnett

Poverty in Relation to Housing - - - Percy Alden, M.P.

Veterinary Science and the Universities - G. Druce Lander, D.Sc.

News from the Universities and Colleges of the United Kingdom

---

LONDON. SHERRATT & HUGHES.
CALCUTTA & SIMLA. THACKER, SPINK & CO.
AUSTRALIA. GEORGE ROBERTSON & CO. PROPRIETARY, LTD.

In 2 Vols. Now Ready £2. 2s. 0d. net.

The Knights of England

A Complete Record from the Earliest Time to the Present Day of the Knights of all the Orders of Chivalry in England, Scotland, and Ireland, and of Knights Bachelors

BY

WM. A. SHAW, LITT.D.

Editor of the Calendar of Treasury Papers at H.M. Record Office; Author of the History of the English Church under the Commonwealth; Author of the History of Currency, etc.

INCORPORATING

A COMPLETE LIST OF KNIGHTS BACHELORS DUBBED IN IRELAND

Compiled by

G. D. BURTCHAELL, M.A., M.R.I.A.

Barrister-at-Law, Office of Arms, Ireland

Author of Genealogical Memoirs of the Members of Parliament for Kilkenny

Printed and Published for the

CENTRAL CHANCERY OF THE ORDERS OF KNIGHTHOOD

LORD CHAMBERLAIN'S OFFICE, ST. JAMES'S PALACE

SHERRATT AND HUGHES

LONDON 1906

Lowell Fund

The University Review

No. 31. VOL. VI. JANUARY, 1908.

Methods of Instruction in Philosophy.[1]

BY
PROFESSOR JAMES SETH, M.A.,
Professor of Moral Philosophy in the University of Edinburgh.

In a "Lecture against Lecturing," published in the *New Review*, May, 1890, and republished in his "Miscellaneous Essays and Addresses," the late Professor Sidgwick has given forcible expression to a doubt which must have occurred to some if not to all of you, and which I remember to have occurred more than once to myself as I listened to academic lectures—whether "the ordinary expository lecture, in most subjects, and so far as the most intelligent class of students are concerned," is not "an antiquated survival, a relic of the times before the printing-press was invented; maintained partly by the mere conservatism of habit and the prestige of ancient tradition, partly by the difficulty . . . of finding the right substitute for it." The traditional view of the method of academic teaching is that all that is necessary is "that the teacher and the class should be brought together in a room at a certain hour on certain days of the week . . . and that the teacher should expound his subject in a series of lectures, varying from forty-five to sixty minutes

1. An introductory lecture in the class of Moral Philosophy, University of Edinburgh, October 15, 1907.

in length. This is the traditional, time-honoured, almost universal practice of university professors, ordinary or extraordinary, in the countries that share European civilisation; it is supported by an overwhelming consensus of opinion and practice, and most persons with whom I have spoken on the subject hardly seem able to conceive it as needing or admitting fundamental alteration." While "in England it is generally thought that academic teaching, to be effective, must include some kind of exercises written by the student and looked over by the teacher, and some kind of oral communication between the two, in the way of question and answer, in Germany the instrument of academic instruction is—in most departments of study, and so far as the majority of students are concerned—simply the lecture; and even in England it is commonly thought to be the main if not the sole educational business of a professor to expound his subject in a course of lectures." In Scotland the value of the lecture as the great method of academic instruction has been appraised even more highly than in England, and it is only quite recently, and in connection with other questions of university reform, that the question of the validity of that valuation has been raised among us. The necessity of supplementing scientific lectures by laboratory work, if not of subordinating the lecture to the laboratory form of instruction, is now generally admitted; but so far as the study of Philosophy and the Humanistic sciences is concerned, we are only awakening to the realisation of the fact that the library is the laboratory of the student of these subjects, and Professor Sidgwick's "lecture against lecturing" is specially directed against the substitution of the habit of listening to lectures for the habit of reading books on the part of the student. What is the use, he asks, of repeating in a lecture what the student can read for himself, and will do far better to read for himself, in a book? The printing-press has taken away the occupation of the old-fashioned lecturer.

Of the justice of this condemnation of the lecture, regarded as a substitute for the book, I think there can be no question. The very exception which Sidgwick allows to his general statement seems to me to be its best justification. The exception is that of "academic students who require the discipline of schoolboys. It may be necessary to drive these latter into lecture-rooms in order to increase the chance of their obtaining the required instruction somehow. I say 'increase the chance,' because it is by no means certain that young people of this turn of mind will actually drink of the fountain of knowledge, even if they are led to it daily between 10 a.m. and 1 p.m. But the compulsion may, no doubt, increase the chance of their imbibing knowledge, since it is difficult to find amusement during a lecture which will distract one's attention completely from the lecturer; although I have known instances in which the difficulty has been successfully overcome by patient ingenuity." I think you will agree with me that the ingenuity of the Scottish student, at any rate, may be trusted to find a way of overcoming the difficulty. But even if he does not do so, but has to submit to the boredom of listening to a lecture from which he cannot escape, I question whether his chance of imbibing knowledge in this way is really increased. It is one thing to take a horse to the water; it is another thing to make him drink. I firmly believe that it is even so with our academic youth, and that the sooner we give up all our old ideas about "compulsory education," whether as regards subjects of study or methods of teaching, the better will it be for education. You can no more compel a man (or a child) to know than you can compel him to goodness or religion. As Plato says, "no trace of slavery ought to mix with the studies of the freeborn man. For while the constrained performance of bodily labours exerts no evil influence upon the body, in the case of the mind no study, pursued under compulsion, remains rooted in the memory." If

the only defence of the lecture is that it is a means of compelling the student to know something about a subject which nothing would induce him to study for himself, we may as well give up the case at once. I pity the students who are lectured with this end in view; I pity still more, if possible, the professor who has to lecture them into such a pseudo-knowledge.

The true function of the lecture is discovered only when we cease to regard it as a substitute for the book, or as a self-sufficient method of education; when we cease to regard it as the duty of the lecturer to deliver, and of the student to assimilate, a system of knowledge which might be as well, or better, derived from the study of a treatise or a set of treatises on the subject, and regard the lecture as an aid and guide to the literature of the subject. This relation of the Lecture to the Library is admirably stated by Professor Campbell Fraser in an introductory lecture to his class on "The Philosophical Class-room in the Nineteenth Century," published in a volume of "Essays in Philosophy" in 1856. The class-room should be, he says, the introduction to the library. "It should provide a key to the philosophical, and through that to the general library, and also the power to use the key." "I think I can show that it is as indispensible as ever—in some respects more so; notwithstanding the vast increase of modern books and libraries." "The very magnitude of our philosophical library is the strongest reason for asking you to pause and ponder for some months, in an academical class-room, before you make an *independent* assult upon it. Instead of uniformity in its lessons, there is much outward sign of discord. Instead of a cosmos, our books in logic and metaphysics and ethics seem on the surface to represent a chaos of opinions—a very Babel of discordant tongues . . . Perhaps I am not far wrong when I say that, as a deficiency in the number of philosophical books, and books of every sort, was the obstacle to intellectual

progress some centuries ago, so now, in this age, the obstacle is of the opposite kind. Not the absence, but the over-abundant presence of books is the evil and and temptation of these times. In other ages the mental aliment supplied by books could not be found. In this age it is pressed upon men in every form; and we are all suffering, in consequence, from intellectual indigestion." "A term of study in the modern philosophical class-room should . . . teach the true proportions and salient points of the vast mass of Philosophical Literature, which, as it were, stands in array before the student, and point out the portions in that mass where it is most important that he should effect a lodgement," or, in other words, should enable him to distinguish and to appreciate what is classical in that literature, should teach him at once what it is best worth his while to read, and how to read this part which is in reality better (for him) than the whole. It is not to be forgotten that reading is an art which, like other arts, has to be acquired, and that the acquisition of this art is the great service which a course of lectures in the subject ought to render to the student. Sidgwick's view of the superiority of the book to the lecture presupposes the knowledge of this art on the part of the student. As he himself says, "I have only in view the *élite* of academic students: the intelligent and industrious youth who have been trained from childhood in the habit of deriving ideas from books, and are able and willing to apply prolonged labour and concentrated attention to the methodical perusal of books under the direction of their teachers. My remarks have no reference to that part of the community that has never had the opportunity of acquiring a thorough mastery of the art of reading books." I think we must add that the art of reading philosophical books is an art by itself, which can hardly be acquired but through the aid of the teacher, as any one will believe who has watched the struggles of the beginner with the literature of the subject, even when this has been carefully

selected for him, or who has marked the ineradicable defects of the "self-taught" mind and the permanent harm which sometimes results from a premature and independent plunge into the sea of philosophical literature before the youth has been taught to swim in that sea or been told, by those who know, of its eddies and its currents, its deeps and its shallows.

The lecture, then, is not to be regarded as an end in itself, but only as a means to a further and better end; its value is instrumental, not final. Its function is to provide the introduction to the subject, to make possible the independent study of its literature, to initiate the student into its mysteries, but nothing more. Both the teacher and the student need to be reminded of this essential limitation of its function. Whenever a higher or more permanent value is attached to it, whenever it is allowed to stand between the student and the literature, whenever it becomes the medium of the conveyance of a ready-made system from the mind of the lecturer to that of the student, its essential purpose is defeated, and it becomes an evil rather than a good. Hence the shortness of its lease of life. The student is always outgrowing it, the lecture is always superseding itself; and the true lecturer will rejoice in this self-effacement, will see in this loss of his occupation the very crown of his labours. And when he meets, in an honours class, "the *élite* of academic students," he will probably refuse to lecture to them, and will insist upon their regarding him rather as their fellow-student than as their teacher in the old sense. He will recognise that the time for the lecture has passed, and that the time for the laboratory or *seminar* method has arrived. The time for the lecture is at the beginning of the study of the subject; its value even at that stage is merely instrumental; once that stage is passed, once the student has been introduced to the subject, it loses even that instrumental value, and arrests rather than promotes his further progress.

But wherein, it will still be asked, lies the peculiar value of the lecture as an introduction to the subject? Wherein consists its superiority to the printed treatise? The answer is that its value is that of the spoken, as distinguished from that of the written word. This is suggested by Sidgwick's exceptions to the general condemnation which he passes upon the lecture. The lecture which he condemns is the merely expository lecture, that is, the lecture whose object is merely to convey information. Among the lectures which he excepts are "lectures of which the method is dialectic and not simply expository," and "lectures on any subject whatever that are intended to stimulate interest rather than to convey information;" and he acknowledges "the counterbalancing advantages which the listener's position has as compared with the reader's." He further admits that "it may be fairly urged that the line which I have tried to draw, between lectures designed to arouse interest and lectures designed to give information, is only partially tenable; since a good lecture will stimulate while informing, more than the same discourse would do if printed, through the effect of personal presence and utterance in stirring intellectual sympathy." The object of a philosophical lecture is so to state the question as to arouse the student's interest in it, to make it his own question, and thus to set him thinking about it for himself—to arouse philosophic thought by arousing interest in the problems of philosophic thought.

The superiority of the lecture to the book as an educational instrument in this respect lies in the appeal which the former makes to the collective mind of the class, to the social rather than to the merely individual consciousness. The lecture makes its appeal to the class as a whole, and the class as a whole responds to its appeal. The result is a heightening of the intellectual consciousness of the individual, parallel to that heightening (or deepening) of the emotional or moral consciousness of

the individual produced by the appeal of the preacher or the orator. As Professor Campbell Fraser has said in the lecture from which I have already quoted, "Colleges and universities are meant to be centres of attraction, for collecting together numbers of persons, in order that they may accomplish collectively, and through social study, what cannot so well be accomplished in isolation. They are social organisations created for maintaining and promoting the higher and more difficult class of studies. They assume that *social* study has many advantages, of which *solitary* study is destitute. They profess to provide a special system of means for rendering social study effective." It is this "collision of mind with mind" that constitutes the peculiar service of a university to its individual members. "In all the arrangements of the class," therefore, Professor Fraser continues, "I seek to evoke that mental sympathy or contagion, which is apt, by the very manifestation of an earnest wrestling with the doubts and difficulties of these studies, to be communicated from one mind to another. Indeed, the word sympathy does not express the sufficient meaning. The mental world is pervaded by a kind of mystic influence. The social or sympathetic action of all adds to the intensity of the mental power of each. There is, I think, a kind of organic intellectual life in the human species, and in sections or societies of it, which influences the intellectual life of each member."

The style of the lecture, or spoken word, ought accordingly to be very different from that of the book, or written word. Its distinguishing quality ought to be its directness, its conversational character. The ideal lecture is a conversation with the class; it is a dialogue, not a monologue. It is true that the lecturer must have the lion's share of the conversation, in the literal sense. But he must never forget to listen to the difficulties and objections of the class, even though these may be unexpressed. He ought to *see* them in the faces before

him, even when he does not *hear* them stated. He ought to put himself sufficiently at the point of view of the class to be able to anticipate the class's difficulties and objections, and to answer them as he proceeds. The lecture is not, or ought not to be, stereotyped like the book; it should be a fresh effort to present the question, and the answer, to this particular class; it ought to be a statement, or a restatement, of the question as the lecturer now sees it and wants the present class to see it with him, It is this free, direct, conversational character that constitutes the peculiar value of the lecture as an instrument of education.

And why should not the conversation, occasionally at least, become literal? Why should not the class express its difficulties, where the lecturer has failed, as he constantly must fail, to anticipate them? Is not the advantage of the living teacher, as compared with the book, that, as Plato said, you can ask questions of the one and not of the other? Sidgwick emphasises "the importance, for progress in philosophy, of stating perplexities clearly and precisely. The art that has to be learnt in order to achieve this result, he says, has been called the art of "concentrating fog." "In the earlier stages of philosophical study, fog is sure to arise from time to time . . . An intellectual fog, like a physical fog, is very pervasive, and liable rapidly to envelope large portions of a subject even when its original source really lies in a very limited and not very important difficulty. The great thing, therefore, is to concentrate it." But, he objects, "the one thing that the lecturer cannot allow is the pause for reflection: he must go on talking." I fail to see why he must do so. Why not stop, and allow the class a chance to express its perplexities, and himself a chance to hear and answer them? I have found nothing more stimulating, both to the class and to myself, than such "pauses for reflection" and discussion in the midst of a lecture. If my ideal of the lecture as a conversation

between the lecturer and the class is the true one, then the more literal the conversation can be made the better.

Here, again, it is necessary that both the lecturer and the student should guard against the mistaken idea that the lecture is an end in itself. The student, especially, is in constant danger of forgetting its merely instrumental value; he wants the lecturer to do his thinking for him. He assumes an attitude of passive aquiescence in what is presented to him, forgetting that the very object of a philosophical course is to teach him to think for himself, to weigh evidence and form his own judgment on the ultimate questions of human experience, and that conclusions which he has not reached for himself have no value for him. The constant aim of the lecture should be not to save the student the trouble of thinking, but to stimulate him to think for himself. If this object of a philosophical education is to be attained, the lecture must be supplemented not only by independent reading on the part of the individual student, but by discussion, whether formal or informal, by the class as a whole. Only in this way can the lecture be kept in its proper place, and the social value of academic study be fully realised.

Discussion is an invaluable aid to reflection, an indispensable instrument of thought. It has been truly said that discussion is only "thinking writ large." It is social, as distinguished from individual, thinking. Plato tells us that all thinking is really conversation, the conversation of the mind with itself. And the conversation is always of a controversial character; it has always an affirmative and a negative side. It is only thus, Plato would say, by allowing the affirmative and negative to fight it out between them, that truth on any subject can be reached. Thought, in other words, is always critical: the criticism comes inevitably from within, if not from without. But the mind of the individual is always more or less languid and uncritical, always more or less partial to one side of the question, more easily acquiescent in

some particular view. Not sufficiently self-critical, it needs the criticism of others. The conversation of the soul with itself is apt to be far too friendly; it is, too, apt to become a monologue. It is a great advantage to have the other points of view represented by other people. Social discussion is generally more effective than solitary discussion; the literal conversation is generally more useful, as well as more interesting, than the metaphorical.

Plato has signalised for all time the distinction between two types of discussion, or between discussion and debate—between that which is inspired by no higher motive than the desire to influence opinion, to make your own opinion prevail, and the true type whose object is the discovery of truth; between mere Eristic and true Dialectic. The former is the method of the Sophists, the professors of the art of persuasion in the dicastery and in the public assembly; the latter is the method of Socrates, the seeker after truth. And if you would realise the value of the Socratic discussion as an aid to individual reflection, you have only to read a dialogue of Plato. You feel immediately the contrast between the earnestness of the Socratic love of truth and the Sophistic indifference to truth and love of victory. The procedure of the one is unprincipled, it is willing to pay any price for victory; that of the other is scrupulously loyal to truth, always ready to follow where the argument leads, even when it leads, as it generally does, to confusion and self-contradiction and the realisation of our ignorance of what we had seemed to know. The function of the argument is to show those who take part in it the difference between knowledge and mere opinion which mistakes itself for knowlege; the function of Socrates himself was to exhibit the confusion and self-contradiction of all unexamined and uncritical opinion. And the result of the process is at once positive and negative; the elimination of error is at the same time the discovery of truth. In such discussion it is a matter of unconcern on which side

victory ultimately rests; he whose object is not personal triumph, but the triumph of the truth, will court defeat if defeat brings with it a larger and clearer vision of truth. Plato sets before us in sharpest contrast the vanity and conceit of the self-seeking Sophists and the humility of Socrates, the disciple of truth.

The result of such true discussion is not so much the establishment of any single opinion as true, or the refutation of any other as false—the definite triumph of one side and the definite defeat of the other—as the clearing up of our conceptions on the subject under discussion, the exhibition of the grounds of our opinions or of their groundlessness. The difference between mere opinion and knowledge is rather a difference of form than of content. Knowledge is just opinion which can give an account of itself, which can show its grounds. When Socrates insists that the Sophists know nothing, he does not mean that all their opinions are necessarily wrong; he only means that they have no intellectual right to these opinions, no security for their truth. When he insists that he also knows nothing, he does not mean that he has no correct opinions, or even that he is entirely ignorant of the grounds of his opinions, but merely that he is unable to show all the grounds which underlie any one of these opinions, to give a complete account of any of them. Now it is the function of my opponent in discussion, who represents the opposite opinion, to bring home to me the weakness of my intellectual position, to compel me either to show the grounds of my opinion or to confess its groundlessness. It is, of course, equally my duty and my privilege to do my opponent the same service. It is by this conflict of opinions, by this social scrutiny of their grounds, that intellectual progress is alone possible. Thus we can understand the function of the mediæval *advocatus diaboli.* He seemed a mere devil's advocate, a mere spirit of denial, a destroyer of the truth. In reality he was God's advocate, the friend

of truth. His function was to test opinions, to compel men to try all things and hold fast only those which were true, and not to rest content with anything short of an understanding of their truth. It was with a wise insight into the nature of knowledge that the mediæval universities tested the intellectual attainments of their students by compelling them to "dispute" frequently during their course, and finally to conduct a formal "disputation," to defend some thesis obvious enough in itself, but difficult to establish by reduction to its grounds. A better test not only of the student's mastery of any particular subject, but of his general intellectual power, could hardly be conceived.

Discussion, we may say, socialises the intellect, which has an individualism of its own. We have seen that its result is rather to compel us to take our opponent's point of view than to compel him to take ours. We must, in any case, take our opponent's point of view provisionally: we must understand his objections, if we are to answer them; and to understand his objections we must, for the time being, take his point of view. And as for the final outcome, we learn to agree, if it is only to agree to differ. We discover the *grounds* of our difference, and to that extent we agree; we discover some common ground, even if it be only a ground of difference. The best result of the best discussion is not that either disputant is converted to the side of his opponent, but that each so far persuades the other of the reasonableness of his view that each modifies his original position in the direction of the objections offered to it by the other, that is, in the direction of the other's view; and the greater the extent of the common ground from which the discussion starts, the greater is the likelihood of such a result. All discussion is, in a sense, belligerent or polemical; but we must remember that neither side has a monopoly of truth, that the alternatives of thought are rather complementary than mutually exclusive. The

chief object of discussion is not mutual refutation, but mutual understanding. When we succeed in understanding one another, we shall agree with one another; it is only because it is so difficult to understand one another that it is so difficult to agree. "I am confident," says Mr. Bradley, "that none of us has ideas so absurd that, when understood, they should have no truth."

One of the most frequent causes of misunderstanding is the ambiguity of language; one of the chief causes of our failure to understand one another, and even ourselves, is the different meanings which we attach to the same words. A word ought to be the sign and symbol of a thought, and the same word ought to stand for the same thought. Yet how imperceptibly the word changes its meaning; what different things the same word may mean for different persons, and even for the same person at different times. How easily, how almost inevitably, we become the slaves of words. As one of our Scottish phillosophers has quaintly put it: "As a servant that is extremely useful and necessary to his master by degrees acquires an authority over him, so that the master must yield to the servant, such is the case with regard to language. Its intention is to be a servant to the understanding; but it is so useful and so necessary that we cannot avoid being sometimes led by it when it ought to follow." The ambiguity of which I speak may lurk in the most familiar words. An eminent living philosopher speaks, in pathetic tones, of "the fatal ambiguity of the word 'of.'"

It is often said, accordingly, that most of our controversies are mere logomachies, disputes about words. If, however, the result of the discussion is the arrival at anything like agreement in the use of the terms in question, this is a distinct intellectual gain. Terms are the expression of concepts, and a clear understanding of their significance is impossible without clear conceptions of the subject under discussion. To take refuge in the

mere word is the habit of the man who is tired of thinking for himself, and it is the challenge which discussion raises to come out of this refuge of lies that constitutes its peculiar value. Such a challenge it was that Socrates offered to his contemporaries, and that distinguished him from the Sophists. The Sophists trained their pupils to use words so skilfully that their hearers would be persuaded that they knew all about all the subjects about which they could talk, that their wisdom was equal to their fluency. Socrates asked the Sophists what they *meant* by these large and impressive words, and showed that they meant very different things at different times, and that it was impossible to use the terms consistently until they had learnt to think consistently. Discussion of the Socratic type emancipates us from the slavery of words, because it compels us to think for ourselves. It has been truly said that "language is mainly a storehouse of old and imperfect theory, a record of early attempts to deal with to-day's problems from a lower general point of view than is open to us to-day. . . . If knowledge is progressive, this means that at any given date there is something faulty in existing knowledge as crystallised in language." The best result of "conference" or discussion is not that "readiness" which Bacon places to its credit but that "exactness" which is no less its fruit than that of writing.

Finally, I would remind you that in your discussions here you are preparing yourselves for the practical work of life. Discussion has not merely a theoretical but a tremendous practical significance. In theory, at all events, the conduct of our political, no less than that of our intellectual life, is by discussion. Parliamentary government is government by discussion. In a democratic country it is public opinion that controls the destinies of the nation, and it is he who can form and educate public opinion who is the true statesman. The politician is the disciple of public opinion: the statesman is its teacher. The discussions of Parliament are conducted in the

presence not only of Parliament itself but of the whole nation, and even when these discussions do not influence the vote of Parliament, they constitute an appeal to that public opinion at whose bar every vote is ultimately compelled to justify itself. More and more are all the acts of our national life compelled to give an account of themselves to the nation itself. And in practical questions it is not so difficult to get at the true worth of opinions, to determine, at any rate, which is the sounder and the truer. Yet how much playing to the gallery, how common the appeal to the prejudice and self-interest of the individual or the class, rather than to unprejudiced and unselfish judgment as to the common good. How frequent the *argumentum ad hominem;* how rare the *argumentum ad rem.* How constantly mere words, the very fossils of thought, the mere relics of past thought, are substituted for actual thinking, here no less than in more purely intellectual discussions. When the true disputant makes his appearance among such sophistic disputers, he is bound to get a hearing, if not from them then from the true mind of the nation; he is bound to influence, if not the votes of his colleagues in Parliament, then the votes of the nation in choosing its Parliament, if not at this election, then at some later election. As our Lord Rector[1] has more than once insisted, and as we cannot be too often reminded, the great need of this and of every nation is sound thinking on the part of its statesmen and of its citizens alike. And what is the use of an academic education, above all of an education in Philosophy, if it does not teach us to think?

1. The Right Hon. R. B. Haldane, Secretary of State for War.

The Problem of Poverty.

INTRODUCTORY NOTE.

The four lectures on Poverty, which are being published in the *University Review* (two in the January number and two in the February number), were delivered in the Botanical Theatre of the University of London, University College, in November and December, 1907. They were organised under the joint auspices of the London Inter-Collegiate Christian Union and the London Women Students' Committee, two student organisations which form part of the larger movement known as the Student Christian Movement of Great Britain and Ireland. The Chairmen of the four lectures respectively were Lord Hugh Cecil, the Principal of the University of London (Sir Arthur Rücker), Sir Thomas Barlow, and the Rt. Hon. Lord Ampthill; and to these gentlemen as well as to the Lecturers who have so generously helped by delivering the lectures and by consenting to their publication, the thanks of the Organising Committees are due.

The good attendance of undergraduates at these lectures and the well sustained interest, which was particularly marked by the support given to the fifth meeting arranged for discussion proved clearly that the social problems with which the Lecturers dealt were of vital interest to students living in a great metropolis such as London. Not a few students in London are already engaged in social service in one form or another: a still larger number are beginning to feel the imperative necessity for them as the future citizens of London to interest themselves intelligently in its Life and Labour. The Student Christian Movement, following out its aim of being a representative as well as a religious force in the student community, has attempted by these lectures to offer to the undergraduates of London a synopsis of some of the chief problems surrounding the central problem of Poverty and at the same time to impress upon its constituency what students can do practically by service and by study to fit themselves for the solution of these problems. One conviction has characterised the presentation of the varying aspects of this complicated subject, that the solution lies along essentially Christian lines. If there is anything new which the Student Christian Movement is contributing to the Universities in their handling of Social Problems, it is the emphasis which is laid on the principle that Social Study and Social Service cannot properly be divorced; that some understanding of the theory should be an essential to the true "student" and that some participation in practical service is equally essential if the student is to take his right place in the economy of citizenship.

WALTER W. SETON,
CHAIRMAN OF THE LONDON INTER-COLLEGIATE CHRISTIAN UNION.

UNIVERSITY COLLEGE, *December 23rd, 1907.*

Poverty: Some Causes and Remedies.

BY

THE REV. CANON BARNETT,

President of Toynbee Hall.

POVERTY is a relative term. There is an honourable poverty which adds strength to national life. Rich and poor dwell together for the common good, and the poor man's home with its frugality, its simplicity, and its mutual source of love makes one of the bright features in the social landscape. But the poverty to be remedied is the poverty which degrades human nature, makes it practically impossible for the ordinary man to enjoy his own being and puts a limit on the growth of the individual to the measure of the stature of Christ. This poverty including as it does hundreds of thousands of our neighbours constitutes a national danger and a national disgrace.

THE CAUSE OF POVERTY.

What is the cause of this poverty? in one word it may be said: in "weakness," weakness of body or weakness of character. Many people indeed are poor because of misfortune or because of circumstances, but the greater number suffer because they are ill-equipped for the race of life and wanting in strength of physique or mind.

But why are so many among us weak? we are members of one nation and members one of another. Most of us are strong. How is it that so many suffer

because of weakness? The submerged constitute only one-tenth of the population. Why do not the nine-tenths give them strength?

The answer, I fear, is "Because the strong neglect their duties and make mistakes." They do not in their charity take account of their neighbours' needs and the laws which they make often miss their object. The remedies for poverty must therefore be sought firstly in change of action on the part of individuals and secondly in change of the law.

Remedy by Individual Action.

I. Each individual has a relation and therefore a duty to his own neighbours, to those he himself employs or meets or deals with in any capacity. He takes up perhaps some great cause and is deaf to the call which rises up from his home or shop or street. He devotes himself to the relief of unknown masses and forgets the weak by his own side.

Individuals must so far change their ways and become morally thoughtful as to all their daily doings. Each one must consider whether the things he buys have been made for fair wages under healthy conditions, whether the pleasures he enjoys are gained by another's loss, whether his profits and dividends are earned by honoured labour working for a useful object.

Individuals must also change their way of relief. They must also see that what they give to a poor neighbour is adequate for its purpose. The shilling given to the starving man casually met in the street is relief to the giver's feelings but not relief to the receiver's needs. It is far better to give £10 to one man than one shilling each to 200 men even if the £10 and the 200 shillings be equally wasted. The motto for every one who faces the masses in need is "one by one." Our Lord found many sick folk at the pool of Bethesda and was content to heal only one.

The cause at the bottom of poverty is "weakness." It is not enough, therefore, that we aim to get the signs of poverty out of sight; we must strengthen the poor man's character—his body, his power of making an effort, and also—let it not be forgotten—his power of making a sacrifice. There is perhaps too much "philanthropy" in the world, too much at any rate "professional philanthropy." These societies, these leagues, these institutions often stand between a man and the performance of his duties. They seem to do in his stead what he ought to do by himself. Individuals using their own strength have been able to strengthen their neighbours; how many men and women, for instance, now holding honourable positions as good citizens or good home makers hold those positions because in their weakness they were, in the deepest sense, befriended by a neighbour who shared with them his strength? Remedies for poverty thus lie in the action of individual men and women, a change in their actions would lift off much of the nation's burden.

Law and the Weakness which makes Poverty.

II. Other remedies are to be sought in changes of the law. "What," it may be asked "can laws do for the weakness which underlies poverty? This inquiry is more complex and difficult to answer. Many attempts have been failures.

1.—The Poor Law.

The Poor Law, for instance, by its existence and activity has created a class specially designated "paupers," and has added a word to the language which implies moral weakness. It has promoted on one side "cringing" and on the other "patronage," which are equally fatal to the growth of character.

The "vagrant casual," familiar on our highways and by-ways is of its making. He leads an easy going life

as he travels from casual ward to casual ward and becomes hardened against harsh words and harsh treatment. He adds nothing to the world's wealth and lowers respect for manhood. The "pauper child" is another creation of the poor law, who, because its parents are poor, is isolated from other children and given protection which, however kind, does not help to strengthen character.

2.—The Laws and Health.

Law again has attempted to secure the health of the community—not with complete success. Much indeed has been done but, if the rate of infant mortality be accepted as a test, there is much shortcoming. The rate varies from 150 to 200 per thousand against 60 to 80 per thousand in Bourneville, Mr. Cadbury's model village. Infant mortality, be it remembered, means not only the death of children whom care might have preserved but a low standard of vitality in the whole neighbourhood. It means that for every child who dies two or three grow up less fit to earn, weakened by the conditions which killed their brother or sister. The condition of Medical Relief is another instance of failure on the part of the law to secure means of health. The system is a complete muddle. In the same district where the Poor Law provides an infirmary, a dispensary and a staff of doctors may be found, free dispensaries supported by the charitable, great hospitals with great endowments and alongside of all but with no relation to anyone of them is a gentlemen called the Medical Officer of Health. The result of this muddle is that the sick often do not get attention in the earlier stage of illness, that in other stages they sometimes get attention from different sources and that finally they are dismissed to work before they are really fully cured. The law which has attempted to secure the health of the community has not succeeded, the unnecessary smoke which pollutes the air, the

unnecessary accidents which cripple so many workers, and the unnecessary deaths of children mock its claims.

3.—The Law and Education.

Law, lastly, has undertaken the education of the people but the education can hardly be said to be successful in strengthening character. The children brought up in the public schools at great cost become the men and women who are so indifferent to reading. Many are so weak in mind that they find satisfaction in the drivel they hear in the music halls, and the electors whose votes settle the policy of an empire have often to be moved by vulgar appeals. The amusements of the people which make so little call on their intelligence, and the addresses of parliamentary candidates, are sufficient to keep us from satisfaction as to the attempt of the law to educate the people.

Remedy by Change of Law.

The laws, if they are to do more to remove the weakness of body and character which underlies poverty, must be changed. What are the possible changes which may be considered as remedies?

I.—*The Poor Law.* A German critic lately remarked that "A poor law is now out of date, its place should be taken by the organisation of industry." The remark seems to me to go far into the needs of our time. Law, for example, instead of providing as it does all these means of relief under more or less degrading restrictions, might establish labour registries in every town and country district, and it might compel every one requiring casual labour to make use of these registries. In this way casual labour might be more regularised. People, as recent enquiries have shown, are not so much "unemployed" as under-employed. Hundreds of men are kept hanging about one neighbour-

hood on the chance of two or three days' work each week. Their wages are always insufficient, they become more and more unfit for regular labour, their wives have to go to work and the home life is broken. Casual labour lies at the root of unemployment, a change in the law could do something for its organisation and remove one source of weakness. A further change would give the community power to detain the loafer and vagrant whose appearance in the parks, on the road, and outside shelters so often distracts the minds of the benevolent and encourages a charity which increases the disease. The detention should be for varying periods of three or four years in farms or houses of industry. The object should be not punishment but training, and those detained should be taught the interest of work and be allowed to accumulate earnings to make a new start. The law under present conditions makes labour in the casual ward or workhouse so hateful that the greater the experience of these places the greater is the disinclination for work. The law under changed conditions would aim to strengthen both body and character.

But when casuals are organised and vagrants detained there will still be "the out of work" and the old to be considered. The out-of-work are roughly of two classes—those who receive from trade unions no unemployed pay and those who do receive such pay. For both the law has now no offer but the workhouse; for the first it might offer training with a view to emigration, or some other home employment, to the other it might offer to double the amount provided by their own funds. For the aged, instead of the out-relief with its intrusive enquiries and its degrading associations, it might offer honourable pensions. For the children, removal from all "pauper" connections through buildings, managers, or officials is an obvious necessity. In this way the poor-law could be changed so as to remove some of the weakness which underlies poverty.

II.—*The Laws which affect Health.* In every district of the town and country is a Medical Officer of Health. The name is great but the power is not equal to the name. He has no relation to the doctors who visit the sick in the homes, no relation to the Dispensaries or Hospitals. The law might be so changed as to make this officer in reality what he is in name, responsible for the health of his whole district. He might have power to condemn unhealthy areas and to approve new plans for town extension. He might be put in as close relation with the visiting doctors as with sanitary inspectors, and receiving their reports order necessaries for every sick person in their homes or in the hospitals and infirmaries. He might have authority to prevent domestic workshops or at any rate to require their perfect order and healthiness. He ought to be empowered to prevent the employment of married women when such employment constituted a risk to their children's health or well being. He would at once check the pollution of the air and limit the danger in dangerous trades. A Medical Officer of Health working under a Health Committee, really responsible for the health of his district, would do much more than is now done to develop the strength of body which is one security against poverty.

III.—*Education.* The object of the schools provided by law has perhaps been too exclusively the increase of knowledge whereas the schools used by the rich aim rather at developing character. The latter schools produce for the most part self-reliant men and women, wanting perhaps in sympathy and moral thoughtfulness, not always marked by intelligence, but as a rule strong in the qualities which raise them above poverty. The schools of the industrial classes on the other hand are models of order, the teachers have been admirably trained and results are produced which can be measured—which perhaps are too often measured. But the children in these schools are not as a rule taught to be resourceful,

they tend in their after life to shun adventure and enterprise and they have not the sort of character which takes up a struggle for its enjoyment. Law has made the schools what they are; it could be so far changed as to require that more time should be spent on children during play hours, practically that a "play teacher" should be appointed who would give a direction to play and make it serve to bring out unused capacities. Play is in the true sense enjoyable in proportion to the amount of their own being which the players put into their games. The law also could be so changed as to limit the numbers taught together in one class and the number of subjects taught in any school. It could also raise the age of exemption to 15 years and make attendance at continuation schools compulsory for young persons under 18 years of age. Law by such changes could undermine much of the weakness which is now the cause of poverty.

Laws Preventing the Increase of Strength.

But it is not only changes in the laws, which attempt to serve others' needs, which ought to be brought about, there are also laws which themselves present obstacles to the growth of character, and therefore call for change. The land laws and the licensing laws may be cited as examples.

The Land Law, as it is, was designed to force from the land the greatest possible use to the community, and under old conditions was probably successful. But times have changed and the thoughts of men have been widened. The young villager sees, as he looks out from his home, little prospect of a career in his own neighbourhood. He has—up to this year—had little opportunity of getting possession of land and using his talents to advance himself. He has therefore to come to town, and here again, because the land laws are what they are, he finds house crowded against house, no gardens where he

can plant or sow, and rents so high as to absorb a large proportion of his wages. What is called the housing problem is largely a land problem. The law which gives the landlord absolute control of the land makes the problem. It could be changed, as under the Act just come into force a change has been begun so that big properties might be broken up, and a way opened by which people might be able to hold small properties at fair rents and on secure tenure. The law could also be changed so that municipalities might have power to rate and to buy land with a view to control town extension and prevent the crowding which is so costly to health and character.

The Licensing Laws. The other example which has been suggested of the way in which law has made for weakness rather than for strength, may be found in those which license the sale of drink. By its means a great monopoly has been handed over to private firms or individuals. The possessors of this monopoly have been able to give undue attractiveness to public houses, they establish more than are necessary and worst of all the "Trade" has become a formidable confederacy which which exercises influence on votes and on legislation for its own and not for public advantage. The remedy for drunkenness is probably to be found in better education and better housing, in the increased capacity for enjoying the means of life and the resources of the mind; but much might be done to limit its power if this monopoly could be brought under control. There is nothing, it is a common place to say, which so weakens health and character as the habit of excessive drinking.

University Students and Public Opinion.

But enough of examples of possible changes in law. Such changes must come from an authorised public opinion, and public opinion depends on the thoughts and

words of the citizens. Public opinion is the great law maker in modern communities.

University students may not be able to do much by direct action to remedy poverty. They indeed will best serve their function by close attention to their own duty, that is Study. Students may not have it in their power to change the direction of charity or of law but they may each do a part in making public opinion They will do well therefore to put themselves into contact with people of other than their own class. They might perhaps live in an industrial neighbourhood rather than in a "respectable" suburb, not indeed to take part in philanthropic work but just to become familiar with the way in which the poor live. They must wherever they live come into contact with servants, waiters, cabmen, errand boys, and workmen, and they will do well to remember that every one is the brother of Christ and deserving of respect. Manners play a larger part than is recognised in state-building. The show of respect encourages self-respect. Students therefore who cannot take upon themselves the burden of the poor may by sympathy and good manners strengthen and not further weaken the broken reed. There is a way even of saying "No" to a beggar which is courteous as well as firm. Polite, considerate conduct and not noisy self-assertiveness should be the attitude of the gown to the town. Students are and must be great talkers. Meetings and discussions form a valuable part of college life. If to their talk is brought the knowledge gained by contact with the poor and habits gained by a show of respect for humanity in its lowest form, the nucleus of healthy opinion will be formed. Cynical talk is often fashionable and may be of little consequence. It is indeed a short cut to a reputation; but cynicism and cynical talk poison the atmosphere. Students who, knowing something of the poor, talk of ideals of society, discuss those ideals and think out together what in these modern days is possible for the citizen and the State, will

on the other hand help to make a healthy public opinion. Every citizen—women as well as men—is a law maker because laws are crystallised public opinion.

Christianity, it may be said as the conclusion of the whole matter, holds the solution of the poverty problem. The Christian who lives in the presence of his Master sees in the lowest human being a likeness to the Highest. He is bound, therefore, to discover his needs and to respect his manhood, bound if need be to give up his money and his rights so that the low may become high. The Christian who waits for the Kingdom of God and regards it as a pattern for his own country, is constrained by word and deed to bring the laws of his country into accord with the laws of the Kingdom for whose coming he every day prays. The Christian who follows Christ will walk in His steps, he will never cease to hope for the highest end and never in impatience use low means. Hope is the strength and impatience is the danger of the social reformer. Christianity gives the hope and prevents the impatience. He that believeth will not make haste.

NOTE.—This paper was delivered as an address to a body of University Students. Its aim was rather to provoke thought and discussion than to give an adequate account of the present condition of society or of possible reforms. It does not profess to cover the ground it occupies but only to suggest some principles by which the ground may be cleared and humanity better accomodated.

---

*APPENDIX TO LECTURE I.

ST. CHRISTOPHER'S WORKING BOYS' CLUB,
39, FITZROY SQUARE, W.C.,
NOVEMBER 20TH, 1907.

DEAR SIR,

May we, as teachers and students of University College, London, who are trying to run a Boys' Club in connection with the College, ask

* This letter was addressed to Canon Barnett by members of the St. Christopher's Working Boys' Club (which is affiliated to the University College Christian Association) who were present at his lecture.

your opinion of the following notes? They arise from the remark which we understood you to make in your lecture at the College on Friday last, that it was a student's duty to devote himself to his studies, and that he could not be expected to take any active part in social work.

We think that in saying this you were referring particularly to students of the old Universities, and of the Public Schools, removed from the great centres of population. But now that there have grown up in England (as there have always been in Scotland) Universities in these great centres, the majority of British students have come to be dwellers in big towns. What we are saying applies exclusively to this class of student—the student of London, Edinburgh, Manchester, Liverpool, or Birmingham.

It is true, as you said, that a student's first duty is to study, as it is every man's to pursue his calling. But does it follow that the student can do nothing but study? It might be argued that a student has more time for voluntary effort than most workers have. He must come to the lecture-room or laboratory quite fresh, and consequently is allowed and encouraged to spend more time in recreation than would be tolerated in almost any other calling.

It seems, therefore, to us that, whilst no student should be allowed to bear the administrative responsibility of a Boys' Club, a great and useful part may be played by students, without prejudice to their work, in the development of such clubs. In a student, moderate devotion to running, boxing, chess, or music is generally held a token rather of a "well-balanced mind" than of an "ill-spent youth;" and the value of these things as recreation is the same whether a man takes them always exclusively with his fellow-students or sometimes with the boys of his club. There is, of course, the danger of excess, and it may be well to make a rule (as we have done at our Club) that every student must confine himself to one night in the week. But whilst no individual student devotes any large amount of time, the aggregate devoted by the students is very great; it is, in fact, the whole life of the club.

The most important feature of a Boys' Club is the Summer Camp, and here the student can help as no other member of the community can. He is more likely to be in good training than the the professional or business man: above all, a professional or business man cannot give up his fortnight's or three weeks' holiday to the strenuous work of running a boys' camp without risking his health, to say nothing of family claims. A student on the other hand, can often give a fortnight of his long vacation, and yet have time, both to take a good holiday, and to put in more reading than most men do between July and October. Many students may not be free to do this: but we believe that the proportion of men who could afford an hour or two a week and a fortnight in the summer is greater among students than among any other class.

(2) It may be urged that when a club is run by one or two devoted men working every night, these men acquire a control over the boys

such as can seldom be gained by men who meet them only once a week. This is true. But the control is sometimes so strong as to stunt rather than develop the boys' character. Then, when the one man marries, or dies, or leaves the neighbourhood, his work is in danger of collapsing, because no new man is able, even if willing, to take his place. On the other hand, the aggregate influence of a body of men has its power, and is likely to be more permanent.

You contrasted in your lecture the public school education, which aims at developing character rather than at conveying knowledge, with the Board School system, which conveys some knowledge, but leaves the boys without ambition, without the spirit of adventure, and without the wish to meet and conquer difficulties: at the same time you dwelt upon the influence of contact in developing character.

Now the effect of a Boys' Club run by students is, that a couple of dozen public school men are from time to time playing games with a couple of hundred boys; and the training these boys receive in the Board Schools is supplemented just where you noted it as deficient. Experience shows how quick the boys are to catch the public school spirit. By this spirit, not by the influence of any individual, the club lives: every session brings new workers to take the place of those who are leaving the college. Hence as time passes the club comes to possess, in the old workers who have passed through it, an army of reservists upon whose energetic help it can rely in case of emergency. The club may therefore, if not mismanaged, hope for a permanency denied to the "one-man show," which often has to be wound up just when results are beginning to appear.

(3) Apart from those who can take any active share in the work, every college possesses, in its present and past staff and students, a broad financial basis upon which the work can be built. Many contributors, who would not otherwise give to such objects, support the venture from motives of college loyalty, and because they know personally the men who are working in it.

(4) It is sometimes urged that a student should study social problems only in theory, and defer practical work until his college course is over. But the training necessary to help in a Working Boys' Club is best acquired when young. Besides, it is now recognised that a student learns more from doing a tiny piece of practical work in the laboratory than by studying theories in text-books or lecture-rooms. A Boys' Camp is a laboratory of social knowledge, in the sense that those who have been through it have learned what no books could teach them.

(5) And this would be our answer to those who say most truly that anything students can do is only a tinkering with a vast and complex problem. The problem is so vast and complex that all who dare to hold an opinion on it—and, as you indicated, most students do dare—ought to have put in some years of practical work and observation. We believe that great and drastic social reforms may be necessary in the

future; but meantime some experience can be gained, some mistakes made, some lessons learnt, something sketched in outline to be filled in when the problem is grappled with seriously by the nation, as in the end it must be. If every student during the next generation were to spend his fortnight in a boys' seaside camp, we might then get a Parliament, and a Board of Education, who could give us a national system such as the one for which you expressed a hope: a system of education which should aim at developing character.

We therefore submit (1) that the work done by Boys' Clubs may be of great value, as supplementing our national education just where it is weak (2) that this work can be done by groups of students still at college at less cost then by most men (3) that the co-ordinated work of such a group of students, each contributing a small but definite amount of help, united in one college enterprise, may have a permanance which individual effort often lacks.

In view of your wide experience we should be greatly obliged if you could give us your opinion on the questions raised above,

And we remain, with many thanks to you for your address

Yours very faithfully,

(Signed) R. W. CHAMBERS } Hon. Secs.
ALAN G. JAMES }
WALTER W. SETON, Hon. Treas.
B. CARTWRIGHT
ALAN A. HENDERSON
L. S. KEMPTHORNE
W. B. WHITNEY
SYDNEY H. WOOD

3, THE LITTLE CLOISTERS,
WESTMINSTER ABBEY,
NOVEMBER. 27TH, 1907.

DEAR SIRS,

A lecturer is bound to be grateful for such a letter as I have received from you and I gladly put my experience at your service.

First, may I recall the position which the remark you quote took in my lecture? I was trying to show how the remedies for the weakness which is the main cause of poverty, lie partly in the action of individuals and partly in the action of law.

I urged that individuals by moral thoughtfulness in their idle words, in their investments and purchases, in their charity and their pleasures, in their daily dealings with servants or friends, might do much to prevent the poverty which is degrading.

I urged also that law and the administration of law had been among the causes of that weakness of body and character which lead to poverty, that it is public opinion—the crystallised talk of the day—which should make necessary changes in the law.

When I came to consider what students at college can do I said

that their greatest service would be in fitting themselves by their study and their talk to become citizens morally thoughtful of others and makers of a healthy public opinion.

I do not think that students during the short period they have for study are well advised or indeed capable of taking responsible positions in the administration of charity, of institutions or of laws. There is danger lest they be distracted by overwhelming duties, lest they get their opinions set in too rigid forms, and lest they be encouraged to think of themselves as patrons rather than as friends of the poor.

But having said this I think also it is very important that students, while they are students, should come into contact with people of various classes, of diverse pursuits, and of all sorts and conditions. It is well, therefore, that they should live in "settlements" where the ugliness and the beauty of poverty would every day knock at the door of their hearts, and it is well they should become members of working-class clubs and join in play with working boys and men. It is well, as Mr. Jowett once told a body of Balliol men, that every student should have some of his friends among the poor.

From this point of view, you see, I can express hearty approval of your proposals. A boys' club and a summer camp afford just those opportunities for meeting and for sharing experience which are wanted. I entirely agree with (2) that a club is in a more healthy state when it is not under the strong control of two or three devoted and regular leaders. Boys are not so likely under such control to learn the art of self-government or develop character. There is only one word in your statement which encourages a suggestion. You speak of the club being "run" by students. I hope this means that the the thought of co-operation and not that of "bossing" is dominant. It is neither healthy for students or boys that one class should be thought to be doing good to the other. The students learn as much of thc boys as the boys learn of them, and they do well to keep this in mind. The more democratic the spirit of the club the better and therefore it should be small.

I quite agree with what you say in (4) and (5). If, as I believe, it is important for students to form conceptions of an ideal society and to talk about what they think, then it is important also that they should know not by theory but by personal experience how their neighbours live. Would that all law makers and magistrates had such knowledge!

If following your example I sum up my conclusions I would say (1) that Boys' Clubs are valuable for educating in mutual respect the diverse classes in the community, (2) that groups of students may be a most useful element in such clubs, and (3) bring back to the college life and talk an inspiring influence,—I am sincerely yours,

SAML. A. BARNETT.

Poverty in Relation to Housing.

BY
PERCY ALDEN, M.P.,
Late Warden of Mansfield House.

THE Problem of Poverty lies at the root of nearly all social problems that confront us in England to-day. It is true there are certain social questions which have become urgent rather as the result of ignorance or neglect than of actual poverty. At the same time it will be found in the last resort, traced back through a long series of causes and effects and by a continual process of action and re-action, that poverty in one form or another is the cause or causant.

We are not concerned especially to show the connection between poverty and that constant tendency towards urbanisation which is the distinguishing note of the present century. The industrial revolution in itself is a sufficient reason for the immense exodus from the country which the last few decades have witnessed; although even here to some extent it would be true to say that the town has grown rich and crowded in proportion as the country has become poor and depopulated. It is, however, important to make clear the effect of poverty on rural housing and depopulation, as well as to point out how the problem of over-crowding in the town has been intensified by the same means. It is estimated that the rate of exodus from the country to the town is about 150,000 per annum. During the years 1871 to 1891 about half a million wage-earners left the

rural district to reside in industrial centres. From 1881 to 1901 the number of agricultural labourers decreased from 984,000 to 689,000 and during the same period no less than 244 new urban districts were created. One cause, at any rate, of this depopulation is the fact that housing conditions in rural districts are very far from what they ought to be. It is no exaggeration to say that there are hundreds of villages in England to-day in which it is impossible to house another family without overcrowding, in which there are no cottages available for young married people, and from which, therefore, as a direct result there is a constant drift to the town, leaving the village in the hands of the older people, who in the natural order of things must themselves speedily die out. Many of their cottages possess considerable antiquity; but that is about their only merit. The thatches are in a ruinous condition; the walls damp and mouldering; the floor is often nothing but earth or clay; and even if it be rudely paved it is still unhealthy. The result is that the landlord does not consider it worth while to renew the lease of the cottages, and when the old people die, the cottages are pulled down; this accounts for the house famine in many rural districts in England. If it be asked, why does not private enterprise step in and supply the need, the only answer is that the agricultural labourer is too poor to pay the rent which a properly constructed cottage necessarily involves. With his 12s., 13s., 14s., or 15s. a week, or at the outside 16s. a week, in the South of England, he does not feel himself able to pay more than 2s. or 2s. 6d. in the shape of rent. Yet if a cottage is to be constructed on modern lines it is difficult to let it for less than 4s. or 4s. 6d. a week even with Government aid, that is to say, if the money was lent at a low rate of interest and spread over a long term of years, I very much doubt whether County Councils or District Councils, supposing that they put into operation Part 3 of the Housing of the Working Classes Act, would be

able to let at less than 4s. a week. If this be the case, the only remedy is to increase the average income of the agricultural labourer. This is merely by way of prelude to show that the movement from the country to the town, like every other great economic change, is closely linked up with the problem of poverty. Mr. T. C. Horsfall, who is an authority on certain aspects of the housing question, regards poverty as being to a large extent the effect of bad housing. He pointed out in a recent lecture that when rents were so high that either too large a proportion of income must be taken for rent, or, that too many must be crowded into one tenement, then the resultants are physical deficiency and poverty. Or again, when the dwellings are so gloomy and unwholesome that the occupants are feeble or brutalised, the same evil follows. Both points, of course, are capable of actual demonstration. But it must be noted that poverty is not only an effect but a cause in both cases. The vast proportion of overcrowding and the consequent physical degeneration is due in the first instance to poverty.

The average labourer in the town receives as a result of the competition in the open market what we call a subsistence wage; that is to say not all he may be worth ideally, but all he can obtain by virtue of the fact that many others are willing to take his place if he refuses the work. A subsistence wage in London is from 21s. to 23s. a week. With this amount at the best the unskilled worker must supply himself, wife, and children with shelter and food and clothes. Physical efficiency or ability to do the hard manual work which falls to his lot cannot be obtained without a supply of fairly nourishing food; this he must have at any cost if he can get it. Unfortunately he often thinks that he must also have a considerable quantity of alcohol. His clothing is cheap and generally second-hand. A roof to cover him is absolutely necessary; but good accomodation and a sufficient number of rooms is not always regarded as

so necessary as food. The result is, that in order not to spend more than a quarter of his weekly earnings in rent, he is driven to live in one or two rooms often under overcrowded conditions. He is ignorant of the value of space and knows nothing of the number of cubic feet that should be set aside for each individual; consequently he saves on rent so far as that is possible. Even when he is aware of the fact that he is living under insanitary conditions he is often unable to make any change owing to his inability to pay higher rent. There are, of course, circumstances which force up the rents in the town to an altogether artificial and abnormal height, but when all these circumstances have been taken into account, the worst of the evil is due to poverty; an increase of wages, provided at the same time you give a better education, and better opportunities, will go a long way towards solving the problem of housing.

The four principal points in the programme of housing reform may be conveniently stated as follows:—

Firstly, no house or single room should have more than the proper number of inhabitants, taking the standard of the Local Government Board, viz.: the Public Health Acts standard.

The second point is that no given acre or area of land should have more than a certain number of houses upon it; or if you substitute model dwellings, as they are called, for cottages, then these model dwellings shall have air space proportioned to the number of people living in the tenements.

The third point is that every house shall be well built, .well drained, well lighted, well ventilated; and I should like to add that there ought to be a bath in every house.

The fourth point is there should be a sufficient number of houses for all the population, a condition which does not obtain at the present time in England. If every house which is in a sanitary condition were occupied by the

proper number of people, there would be hundreds of thousands of people unable to get housing accommodation at all.

Now these are the four points, and I will deal with one or two of them. The effect of poverty on housing and of housing on poverty can be seen by examination of any one of these four points. It would not, of course, be strictly true to say that the only people who are over-crowded are the poor. I have in my own experience found instances of people earning excellent wages living under sadly over-crowded conditions; but these cases are exceptional; and the census of any over-crowded district would, I am sure, convince the investigator that poverty and over-crowding went hand in hand with high death-rates and disease. High rents ought not to be caused by poverty; yet for many reasons poverty seems to have that effect. The poor are more easily overcharged than any section of society; 46 per cent. of the working classes in London pay from one-fourth to one-third of their earnings in rent; and another 42 per cent. pay from one-fifth to one-fourth. Mr. Seebohm Rowntree's investigations in York brought him to the conclusion that while rent absorbs only 9 per cent. of the income of the exceptionally well to do working class families, earning as much as 60s. a week, which is of course exceptional, it absorbs no less than 29 per cent. of the total income of the very poor whose family earnings are under 18s. a week. Now if you apply the same test to London, you will find that the proportion taken in rent from the London very poor is still greater than in York. Let us look for a moment at the first of our four propositions; that is to say over-crowding in houses, in tenements. "The British Medical Journal" once estimated that 27 per cent. of the single room dwellings and 25 per cent. of the two room dwellings of London were over-crowded; that is to say nearly 125 thousand tenements in London were over-crowded. Over-crowding here means where the

number of persons to the room is more than two; and it is always taken for granted that the room in this case is the small cottage room, not a large room such as you would find, for example, in the West End of London, The model by-laws of the Local Government Board give 400 cubic feet for the adult; and 200 feet for children in the living room—a child being under ten years of age. If it is a sleeping room, or if it is a room both for living and for sleeping, 300 feet must be allotted for the adult and 150 for the child. The census of 1901 shows that improvement in the number of one room tenements has taken place in London; the decrease in fact is from 172,000 one room tenements in 1891 to 149,000 one room tenements at the subsequent date—a very important and significant decrease; but this is more or less counterbalanced by the fact that the number of two room tenements has increased during the same period. Over-crowding has, however, on the whole decreased; though it is still true to say, as does Mr. Charles Booth when speaking of the badness and dearness of housing accommodation in London, "that it would be difficult to exaggerate the facts." Taking the census of a London Borough like Finsbury, well-known here, we find 77 per cent. live in tenements of less than 5 rooms; 31.2 per cent. live in two rooms and 14½ per cent. live in one room; and unfortunately it must be admitted that in many of the worst cases not only do the families live and sleep under over-crowded conditions—but they even carry on many home industries of an unhealthy character in these very rooms in which they have to sleep at night. I am referring to Finsbury, but the same thing is going on in many other Boroughs in Central and in East London. We can, however, best measure the ill-effects of this form of poverty by considering the death-rates; and here there can be no dispute. Taking Finsbury again as an illustration, a careful analysis of the death rates of the poorer districts proves incontrovertibly,

with the relentless logic of figures, that the death-rate varies in inverse proportion to the number of rooms occupied, the death rate in the one-room tenements being as high last year as 39 per cent. per thousand, whilst in four-room tenements and upwards it was only 6.4. For over five years in succession the death-rates have been taken out in this same way; and you will find absolutely without one single exception that in all these years the death-rate varies according to the number of rooms in which the people live—the death-rate goes down as the rooms increase in number. Not only is this true of the general death-rate through all causes; but it is emphatically true of the death-rate from phthisis. In the consumption death-rate for a period of five years (1903-7) there is no exception to this rule. In the case of infant mortality the rule still holds good. In 1905, in one-room tenements in Finsbury it was 219 per thousand. In two-room tenements the infant mortality was 157; in three-room tenements 141 per thousand; in four-room tenements and upwards 99 per thousand. No more statistics I think are needed to show how seriously poverty, which means over-crowding, and which also, I fear, means ignorance and carelessness, affects the death-rate. The poor think they can save on fresh air; and in the case of little children they think they can save on milk. The results are obvious.

Perhaps the most valuable piece of investigation that has ever been made in the physical condition of children is that undertaken in Glasgow by Dr. Leslie MacKenzie, the medical member of the Scottish Local Government Board, aided by Captain Foster, Inspector of Physical Training. The Report of this investigation was issued this year as a Blue Book; and the figures are immensely significant by reason of the fact that it was an exhaustive examination and that it was made not upon a few but upon all the elementary school children of Glasgow—72,857, of whom 36,883 were boys and 39,974 were girls. The 73

schools in Glasgow were divided into 4 social groups—*a*, the poorest district; *b*, a poor district; *c*, a better class district; and *d*, a still higher class district, including four out of five of the higher grade schools in the city. The whole of the Blue Book is packed with important statistics; but the part which concerns us now is that which deals with particulars as to housing and the general physical surroundings of the children. The Tables which are published here show most striking gradations in height and weight from the poorest group to the best of the groups of schools; and the facts and figures dealing with the groups are made more significant when the average height and weight of the boys and girls are classified in correlation with the number of rooms in the houses or tenements; and that is our point now. If we take all the children of ages from 5 to 18 we find that the average height of the one-room boy is 52·6 pounds, the average weight of the two-room boy is 56·1 pounds, the average weight of the three-room boy is 60·6 pounds, and the average weight of the four-room boy is 64·3 pounds; and so it goes up steadily with the increase in the number of the rooms.

Height proves the same point:

The one-room boy is 46.6 inches.
The two-room boy is 48.1 inches.
The three-room boy is 50 inches, and
The four-room boy is 51.3 inches.

Remember that that extends over roughly speaking 36,000 boys; so that you may be sure when you strike an average there you have got the facts.

Girls prove much the same point; and in regard to them the figures are no less striking.

The average weight of the one-room girl is 51.5 pounds.
Of two-room girl 54.8 pounds.
Of three-room girl 59.4 pounds, and
Of four-room girl 65.5 pounds.

While the average height of the one-room girl is 46.3 inches.
Of two-room girl 47.8 inches.
Of three-room girl 49.6 inches.
Of four-room girl 51.6 inches.

I think these figures are absolutely conclusive. I do not see anywhere an escape from the conclusion, that, if you place a boy or a girl in such unfavourable conditions as the one or two-room tenement implies, they will suffer in height and weight and general physical health. These figures prove beyond a shadow of a doubt that the one-room child whether boy or girl is always on the average smaller and lighter than the two-room child and so on. The large number of children examined and the uniformity of the results obtained compel us to this one conclusion that the poorest child is the badly housed child and that this child suffers most in nutrition and in growth. As the report says: "It cannot be accident that boys from one-room houses should be 11.7 pounds lighter on an average than boys from four-room houses and 4.7 inches smaller; neither is it an accident that the girls from one-room houses are on the average 14 pounds lighter and 5.3 inches shorter than girls from four-room houses." Just as we have shown the relation between a high death-rate and housing, so also it is proved that the physical condition of children suffers in proportion to the number of rooms occupied, which seems to me at any rate another way of saying—in proportion to the poverty of the parents.

My second point was over-crowding per acre or on any given area. The evil effects of over-crowding per acre are no less marked; but we must content ourselves by saying that, whether the over-crowding be the result of a large number of cottages to the acre or of lofty model dwellings, the result is equally bad. Sir Benjamin Richardson said that not more than 25 persons ought to live on one acre. But in many towns there are 40 cottages per acre and even more. Take such a provincial

town as York, which according to Mr. Seebohm Rowntree has an average per acre of only 20·5 persons—less than Sir Benjamin Richardson estimates. Yet there is a district in York where there are 349 persons to the acre; and that district is, of course, a poor working class district. In Manchester in one poor district, Hulme, there are 141 to the acre, whilst in Rusholme there are only 14. In Edinburgh the Ward of St. Leonards has 254 to the acre; St. Bernard's only 10·6; and Portobello only 5·1. Coming to London, Shoreditch and Paddington have 180 and 106 per acre; Lewisham and Hampstead 18 and 36.

Even if we take the number of houses, the result is about the same; for Soho has three times as many houses per acre as Mayfair. The very poor often have a difficulty in escaping from a district which is overcrowded. The rich on the other hand change their local habitation with comparative ease. They can also bargain in such a way as to obtain the full value for their money; but poverty prevents the working man from obtaining what his money is really worth. I have seen in England whole villages absolutely new resembling nothing so much as a chunk of town lifted right up and planted down in the heart of the country, planted down perhaps by some colliery owner who wants to house his workpeople, and who might just as well have given a little garden to each cottage in a district where land was only of agricultural value. The rents of these cottages were not much less than the rents of similar houses in the town, whereas there ought to be in addition for such rent in the country large gardens and abundant air space; but the poverty of the working class in this case made it necessary for them to accept what the colliery owner chose to give them; and he gave them a house which was a disgrace in a country where land is comparatively cheap. This, however, is a minor point so far as my argument is concerned. The main point is that even with regard to

over-crowding per acre we find the percentage of over-crowding is still a measure of the poverty of the people who inhabit it; a percentage which has a counterpart in death-rates and ill-health. Dr. Gebhardt, of Hamburg, by an exhaustive examination into death-rates and incomes was able to prove that the percentages of death from consumption varied directly as the yearly incomes of the victims. Where the incomes averaged about 1200 marks or £60 a year death from phthisis was 29 per ten thousand; for those whose incomes were over £425 a year the death rate was only 10 per ten thousand. The same holds good for Paris. While the death-rate from consumption in the Champs Elysées is one per thousand, in the Plaisance district it is nearly 11 per thousand. The general rule then is that the more densely populated a neighbourhood is, the higher the death-rate; the higher also is the percentage of poverty. The rule holds good, I venture to say, without exception of all large industrial towns.

As to the third point that the houses must be well built and well ventilated, well lighted, and well drained, there is no need for any statistics to prove the close connection between such conditions and health. But it is necessary to say a word as to why the poor live in badly built, badly drained houses when it results in a diminution of health and physical efficiency, and therefore a consequent inability to earn a livelihood—for the working-man's health is his wealth. It is a well proved fact that the poorer people are, the less they are able to complain of the conditions under which they are compelled to live. It is also true that owing to ignorance the less likely they are to complain, for the poorer people are, the more ignorant they are. We had in connection with our University Settlement in the East of London of which I was Warden for 12 years, a Poor Man's Lawyer. We gave free advice to anyone who cared to come provided they were working people; and a large number

of the cases were disputes between landlord and tenant. Over and over again we found that they would not make any public complaint because they were afraid of being turned out, for when turned out they might have to pay a higher rent, or if they complained and had anything done to the house, the rent would be raised. I am conscious that to some extent the poor create their own dirt, and that even if you give to some very poor people sanitary well built cottages they will speedily bring them into a condition of disrepair and insanitation. This vicious tendency on the part of the poor is, after all, a heritage of previous generations. Cleanliness and sanitation were once discouraged. They are discouraged still to-day in a great many cases.

Generally speaking if the right kind of pressure is brought to bear on the very poor in regard to their housing conditions, gradually they begin to respond. Man and his environment act and react on one another, and so possible is it for men and women to become accustomed to the dirty, verminous and over-crowded dens in which they live that I have known cases where it has been difficult to compel them to go into newer and better accomodation. But this only means that society is paying the bill for former neglect; and I am convinced that the general physical degeneration going on in the slums can only be checked by an attempt to raise the whole standard of living—side by side with the strengthening of character must go the improvement of conditions. I can remember a time nearly 18 years ago when I began to know East London intimately. In my own district a proper bath either in the home or in a public institution was quite unknown, nor did there seem any very great desire for cleanliness either on the part of adults or children. But it is extraordinary how that desire has been created and cultivated by the accommodation which is now supplied. Children of our mean streets through the public elementary school, not only learn to swim, but

learn to be clean. I see no reason why the English child should not be as clean as the German child. I venture to say you rarely see a dirty German child. I do not think it is any exaggeration whatever to say you may go to any school you like in any large town in Germany and you see no dirty child there. Why is that? Beause they give the children opportunities of being clean. It is part of the curriculum that a child should have a hot douche twice or three times a week. The result is the parents have caught the infection and also attempt to keep the children clean. It is the rarest possible thing in Germany to see a really dirty child even in the streets, and I am sure it might be made just as rare in England; in a generation or two men and women will be entirely different in this respect if only we take the necessary steps.

Poverty means that the working classes are huddled together; and however gregarious an animal man is, there is a limit to his gregariousness which ought not to be exceeded. On the outskirts of our large towns, on land that is considered to be ripe for building purposes, which means ripe for the construction of more slums, we are putting up in some cases forty houses per acre which means that in a few years these places will be little better than the old insanitary areas in the heart of the town. The poor move from over-crowded districts in the centre of the town to go to new suburbs. There they may complain of damp walls and leaky roofs, but there is no remedy except to move once more to seek another habitation, a matter which costs money and is therefore important. Indeed, to-day we are moving in a vicious circle. We have forgotten how to live in the country and have not yet learnt how to live in the town. The evils of town life constantly assist in the manufacture of men and women who in their turn create further evil conditions. From the scientific point of view, and as a matter of fact in point of time the improvement of conditions comes first. The poor are

housed in slums; the result is that they have slum morals and slum stomachs. If you take the children out of the slums, feed, educate, and train them in the best possible way they would never consent to live in slums; the vast majority would live on a higher plane. I am not saying you should do that; I am only putting it as a hypothesis.

Even from the point of view of morality, it would pay us to house the poor better. Just as in the case of a water supply shared between 20, 30, or 40 houses, there is no inducement to the poor to be clean, so in the case of over-crowding where there is a lack of sanitary conveniences, no encouragement is given to common decency. A general disregard of the decencies and amenities of life which is the inevitable result of such bad conditions, means that the younger generation will grow up weak, physically and morally, and yield more easily to drink, gambling. and licentiousness. The higher the percentage of poverty, the less influence religion has upon the lives of the people. Even the evil of intemperance is partly the effect of overcrowding, as asserted by the Housing Commission of 1885; and it has since been pointed out that among the six counties most remarkable for drunkenness in recent years, no less than four are noted for over-crowding; while the remaining two contain a considerable proportion of densely crowded districts. What is true of intemperance is true of other moral evils; therefore I cannot too strongly emphasive my view that the material conditions of the poor have got to be improved before there is any real hope of moral regeneration.

My object is not to give specific remedies for housing problems—that would require several lectures—I have been asked to show, if possible, that while poverty may be to a considerable extent the result of over-crowding or insanitary houses, yet for the most part poverty is the cause, and that, therefore, while not neglecting a frontal

attack upon the housing problem, it is with the problem of poverty in all its protean aspects that the nation must undertake to deal.

In a recent report on Infant Mortality, published by the Borough of Huddersfield, Mrs. Sidney Webb, after a personal investigation into the working of the Huddersfield scheme made this remark: "I am convinced that you will find a key to raising the condition of the poorer classes in this sympathetic, systematic health visiting;" and then she explains what she means by that: "*Voluntary effort in a setting of municipal activity.*" This is the direction in which we ought to move at the present time, as I have indicated in many lectures up and down the country. Voluntary Public Health Committees, Social Service Committees, or Civic Leagues, whatever name is preferred, should assist the Medical Officer and Public Health officials, as well as the Housing Committee of the local Authority, in the endeavour to improve the housing conditions of the poor. One of their first duties will be to attack insanitary and over-crowded areas which can be improved by more stringent application of the Public Health Acts, provided that public opinion will only back up the drastic measures which will have to be taken. But while we are attacking the over-crowding problem in the centre and endeavouring to remedy insanitation, we must find an outlet for those pushed out from the central districts which have now reached saturation point. Cheap rapid transit is effecting a great change in this respect. But added to cheap transit we need powers to check and control the growth of the town; to obtain land on easier terms—such powers in fact as we trust will be granted by the Housing and Town Planning Bills to be introduced next Session. If London could only have been controlled in its growth as Frankfurt, to take one example, has controlled hers, the suburbs of London would now be an object of admiration to the whole civilised world instead of being in many respects

a scandal and a disgrace. I fear that while the working classes suffer from a poverty which means lack of material wealth, many of us who have the government of towns in our hands are suffering from a mental poverty which is almost as bad—a lack of imagination, which, could the deficiency have been supplied years ago, would have remedied all the worst evils from which we suffer in the extra-metropolitan working class districts. "National crimes," said Oliver Cromwell, "have to be atoned for." It is the same with national blunders. If ever the mass of the people are to be physically, mentally and morally healthy, then "their housing conditions," to use a phrase of Lord Shaftesbury's, "must be Christianised."

PERCY ALDEN.

The remaining lectures by Mr. Arthur Sherwell, M.P., and Mr. George Shann will be published in the February number of this "Review.

Veterinary Science and the Universities.

BY
G. DRUCE LANDER, D.Sc.,
Professor of Chemistry, Royal Veterinary College, London.

THE last few years must remain memorable in our educational history through the establishment of our newer universities, of the Principality, of the North, and of the Midlands, and the reconstitution of the University of London from an inorganic, if worthy, examining body into a real internal-teaching university. Our new universities have arisen on the existing foundations of older colleges, and have been endowed and equipped largely by means of the far-sighted liberality of all classes in their respective localities.

Work of university grade has always been possible at those colleges, and many persons will not be disposed to favour—and many more will not see anything particularly significant in—the added power of conferring degrees, especially since these new universities are admittedly weak in the Arts Faculty. We must grant that the classical, literary, philosophical, and mathematical disciplines are the backbone of a university whose aim is culture, and we must also grant that general culture is the true basis of all good education. We must acknowledge that expert technical knowledge unsupported by such culture is of little worth, even as a trade asset.

Our modern universities are centres of scientific and technical work, giving to both alike the esteemed hallmark of the degree, and, moreover, extending the invitation to share in their work to new subjects;

engineering, agriculture, and veterinary science—the latest recruit—for which London has established a B.Sc. and D.Sc. degree. Other universities have schemes in contemplation; Liverpool has attached one of the veterinary schools formerly situated in Edinburgh, whilst Manchester has arranged a Diploma in Veterinary State Medicine.

Pursuant to our conservative and insular instincts, organised scientific training has received national recognised long after that given in other lands, in some cases so late that we cannot hope to overtake our rivals; for example, in the higher grades of technical chemistry. As a nation, however, we are beginning to realise that our material progress is in no small measure dependent on our scientific organisation, and that we can no longer afford to be unscientific.

Now, as a matter of fact, in establishing degrees in departments of technical work we have taken upon ourselves a great responsibility. For we stand pledged—if we view their function aright—to the policy of making them truly scientific. Our great object must be to see that our training is on the scientific foundations, which are the only effective base of progressive technical work in any direction. We must subordinate the ulterior technical aim to the scientific spirit, else our new degrees will not be worth their parchment. What every teacher of the future technical worker has to combat is the ignorant outcry against the alleged waste of time on scientific studies not obviously related to practice. An outcry generally loudest in the mouth of the self-styled practical man, the worst enemy of sound training, and a hindrance to its proper public appreciation. Nor must we forget that such critics, being unscientific, cannot be really practical, for the only really practical man is the really scientific man, who is master of the details of his daily practice and not their slave.

There is considerable aversion on the part of most

medical and veterinary students to their preliminary scientific studies, forgetful or unaware that they cannot approach medicine without its foundations, and that a diploma to practise does not make a man a practitioner, but only means that he may proceed to become one by the work of his ensuing professional career. The pressure of study is undoubtedly severe, but the total general scientific requirement of our curricula has not substantially increased in the last two decades, and one does not see how it could be curtailed consistently with ultimate efficiency; still less how, as has been recently advocated, it can be relegated to the school years without advancing the age of entry to college and ultimate qualification.

Whilst all the sciences are mutually interdependent, none is more so than medicine—the youngest of them all. Indeed it is not long since medicine advanced beyond that stage which justified Liebig's dictum, "Die Medicin ist gar keine Wissenschaft." The veterinary profession is one of the youngest to attain legal status, the Veterinary Surgeon's Art dating from 1881. The only road to practice is the membership diploma controlled by the Royal College of Veterinary Surgeons. The estimation and recognition of any professional body are matters lying in the hands of its members, and the veterinary profession appears to have been backward in advancing itself, and securing that scientific and public recognition which the excellence and utility of its work deserves. It is numerically small, numbering about three thousand, and is certainly reasonably lucrative, but is no doubt overshadowed by the more prominent claims of the medical profession. Owing to exaggerated estimates of the effect motor traction is likely to have on practice, the numerical strength seems likely to dwindle, so that prospects for future entrants are good, and difficulty may be encountered in filling public appointments now existing and bound to become more numerous.

The curriculum of the Royal College of Veterinary Surgeons is good, extending over four years and following the same general lines as that of the conjoint board in medicine. The entrance test has just been brought up to the same standard as that required for medicine, but whereas most medical students pass a test superior to the minimum, most veterinary students enter on the lowest possible. There seems to have been an impression that, because a man intends to become a veterinary surgeon, he need not take much trouble over his school studies. Fortunately, the present tendency is towards correction of this injurious idea.

Many teachers think that the examination system leaves much to be desired. Although attendance on an approved course is obligatory, too little account is taken of the daily record of what a student has done, and the teacher is strictly debarred from taking a part in his examination. The written tests are too brief, each year's subjects being dealt with all on the same day by means of two papers each of two hours duration; practical tests in the early work are not imposed; in short, every one of the defects of the purely external examination system finds full play. Yet most of the leading members of the profession and many of the teachers consider that this antiquated method is the best, though now happily defunct and decently interred in our modern universities. Medical teaching in London suffers similarly, all the university examinations for the M.B. degree, being, at any rate in form, external. As the schools attached to the hospitals are for the most part unendowed and slenderly supported—this is particularly true of the veterinary college—they are in keen competition with one another, cannot agree on a workable internal scheme, and therefore must perforce adhere to the old bad ways. It seems strange that a man can get his training largely at the public cost as a teacher, an engineer, an analyst, an electrician, and so forth, by taking advantage of the

low fees made possible in our technical colleges by State aid, but that the like assistance is not given to the medical or veterinary student.

The course for the new degree of B.Sc. Vet. of London has been constructed with great wisdom and with full recognition of what a university degree in an art ought to be. No clinical medicine and surgery is included, the degree not being a licence to practice, but being confined to the more strictly scientific aspects of veterinary work. In physical and natural science the courses of study are the same as for medicine and consequently suffer with it from the external examination, students naturally asking what point there is in registering as an internal student at all. The later work is in veterinary anatomy, physiology, pathology, bacteriology, and hygiene, and here the examination is internal. The courses throughout are more comprehensive than those for the diploma, and the practical study required is most valuable. The D.Sc. degree is to be awarded for original research, and already the new degree has attracted a satisfactory proportion of the London students.

Veterinarians and educationalists alike must unite in welcoming this admission of veterinary science to university grade, as a fitting recognition of the now well established claim of the profession to be counted as learned. The new spirit of higher education which recognises engineering, agriculture, and commerce cannot but extend its invitation to a calling whose groundwork is the same as that of medicine.

The benefit to the profession is likely to be great. A wider sphere of activity seems to lie immediately before the veterinarian, in proportion as his just demands for more independent participation in questions of public health and food supply, in so far as they are affected by the diseases of animals, find ampler fulfilment by the responsible authorities. In the realisation of these aims the new degree will prove an invaluable additional

qualification, showing that a man has gone beyond the range of the requirements—adequate though they be—of the professional diploma, that he has possessed the necessary enthusiasm not to rest content with the minimum possible, and there will be every reason to assume that he has done something towards becoming a scientific worker in the best sense of the term.

The greatest benefit of all we hope will be a stimulus towards research. The duty of a university in this respect is clear. We may roughly define its functions as threefold, namely—general culture, professional training, and research. Culture arising from the discipline of the humanities and the intercourse of mind with mind, it may be among surroundings of great and harmonious beauty, gives personal satisfaction and social adornment. First-rate professional training is a strong feature of our universities, and an invaluable aid to our prosperity and comfort as a nation. But the judgment of the future, and our position of to-day in the world-wide republic of learning, rest not upon the antiquity, surroundings, tone, or practical efficiency of our colleges, but upon their contributions to the advancement of knowledge. No university can ever be reckoned great that has not fostered a school of original workers in some department of learning.

Great Britain has always been rich in men of science, whose achievements, often under circumstances of the greatest difficulty, hampered by lack of equipment, by routine official duties, by elementary teaching, by a thousand impediments, nevertheless form the most lasting monuments of our race. Yet scientific research has not in the past received that support and appreciation which it merits, partly through the long apathy of our older universities, partly through the unsympathetic attitude of the practical man, whose measure of utility is a quick cash return, who does not know that the unrewarded academic labours of an eccentric scientist, are destined to

become the sources of revenue to his kind. Doubtless experimental research requires a special temperament. Wide knowledge, manipulative skill, and originality are essential, but useless without the innate love of knowledge and that patient enthusiasm, which tides over the ninety per cent. of laborious failure, hoping for the ten per cent. of exquisite success.

Our veterinary degree is by its nature selective, so we may hope that it will encourage men of the required stamp and produce a band of able original workers. Few fields of work afford more diverse and numerous opportunities of research than veterinary medicine, a composite science with many borders, each bristling with its own fascinating border problems. The history of the medical sciences reveals the many brilliant side lights shed upon it by the labours of the physicist, biologist, chemist, and physiologist, indeed one feels warranted in saying that its greatest advances have come from without and not from within. There is, however, no need in this connection to recall what has been done, or to attempt to indicate what lies before us, but with confidence it may be asserted that the future of the veterinary profession depends on its increasingly scientific culture, and that it, on its part, may repay its debt to science and the universities by making full use of its admirable opportunities of research within its special purview.

G. Druce Lander.

The Universities.

BIRMINGHAM.

A Generous Gift.

At a meeting of the University Council, the Vice-Chancellor made the interesting announcement that Lord Calthorpe had asked the University to accept a gift of land immediately adjoining the University buildings for use as a private recreation ground in connexion with the University. The total area of the land is nearly twenty acres. In acceptance of this welcome gift the following resolution was unanimously agreed to: "That this Council desires to convey to Lord Calthorpe its warmest thanks for his generous offer to present to the University the site of the old rifle range, and gratefully acknowledges this evidence of his continued interest in the University. This new gift adds greatly to the value of the former gift by himself, and the Hon. Walter Calthorpe of the original site in the year 1900, and will prove of the highest value in future developments connected with the work of the University, and the Council gladly accepts his lordship's offer." It is estimated that the value of Lord Calthorpe's latest gift is about £15,000. The former gift of about 27 acres of land, which forms the site of the new University buildings, was valued at £20,000.

The Principal subsequently announced at the Council meeting that an anonymous donor had offered the sum of £200 towards the erection of a pavilion on the site presented by Lord Calthorpe.

CAMBRIDGE.

University News and Notes.

At a Congregation on December 12th the Public Orator read an address of condolence with the King of Sweden on the recent death of his illustrious father, who was an honorary Doctor of Laws of the University.

It is stated that of the 101 scholarships given by the various colleges as the result of the December entrance scholarship

examinations, 38 were given in classics, 29 in mathematics, 23 in natural sciences, and 11 in other subjects. These figures refer to scholarships only, and not to exhibitions or sizarships.

It is proposed to adopt the University of Bishop's College, Lennoxville, Quebec, as an institution affiliated to the University of Cambridge—and admit graduates in Arts of the University to the privileges of affiliation provided that they have satisfied the examiners in one language in addition to Latin and English, and in Mathematics in any one or more of the three examinations required for their degree.

Sir Thomas Clifford Allbutt, Regius Professor of Physic, was entertained on the evening of December 16th to a complimentary dinner by the Master of Downing and the medical men of Cambridge, in the hall of Downing College, upon the occasion of his being created a Knight Commander of the Bath.

Selwyn College is proposing to celebrate the 25th anniversary of its foundation by building a hall. The estimated cost of such a building is £4,500. The whole scheme of building on the south side of the court is estimated to need about £12,000. Up to the present about £3,000 has been collected. Further contributions will be very welcome, and may be sent to the Master of the College.

The subject for the first Yorke prize for 1909 is "The Law of the United Kingdom with respect to Treasure Trove and *Bona Vacantia*, Historically Considered." The candidates for the prize must be graduates of the University who are not of more than seven years' standing from admission to their first degree on December 1st, 1909. The Yorke prize was founded recently by the late Edmund Yorke, M.A., Fellow of St. Catharine's, who bequeathed the sum of £3,989. 19s. 3d. Three per cent. consols for the purpose of founding a prize for the best essay upon some subject relating to the "law of property, its principles and history in various ages and countries."

It is proposed by the Library Syndicate that the appointment of Librarian shall henceforth be made by a board of electors resembling in its constitution the boards of electors to certain professorships, instead of as now obtains, the Senate selecting one out of two candidates nominated by the Council of the Senate. The Library Syndicate recommend that the proposed Board should consist of the Vice-Chancellor and ten members appointed by grace; that half the members should be nominated by the Council of the Senate and the other half by the Library Syndicate; that two of the members should be non-

residents not officially connected with the University, and that the remaining eight members should be members of the bodies nominating them.

Dr. Hastings Rashdall, of New College, Oxford, is announced to deliver a course of lectures during the present term, in succession to Dr. Sanday of last year and Dr. Inge of 1906. The course will be for men only, and will begin on January 22nd. The general subject of the six lectures will be " Philosophy and Religion."

The following have been elected officers of the Union Society for the present term: President, R. M. Pattison Muir, Gonville; Vice-President, W. G. Elmslie, Pembroke; Secretary, C. Bethell, Trinity.

The honorary degree of D.D. has been conferred upon the Rev. H. T. Malony, Pembroke, Bishop designate of the Missionary diocese of Mid-China.

The degree of M.A. (*honoris Causa*) has been conferred upon Mr. S. H. Ray, in recognition of his knowledge of Oceanic languages.

Professor Sir James Dewar has nominated Mr. H. O. Jones, of Clare, as deputy for the Jacksonian Professor of Mental Philosophy during the lent term 1908, and Dr. Westlake, Professor of International Law, has appointed Dr. Higgins to be his deputy during the same period.

Dr. W. L. H. Duckworth has been elected a member of the Council of the Borough of Cambridge in the place of the Rev. C. A. E. Pollock, who has been elected an alderman.

Dr. Barclay Smith has been appointed University Lecturer in advanced Human Anatomy.

Dr. W. L. H. Duckworth has been appointed Senior Demonstrator of Anatomy, and Mr. Douglas G. Reed (M.B., Edinburgh) has been appointed Junior Demonstrator in Anatomy.

Mr. William White, who has been engaged at the Library of Trinity College for 50 years has recently resigned.

H. H. Johnson has been appointed Librarian of the Squire Law Library.

A grant of £30 has been made from the Worts Fund to A. J. B. Wace, Pembroke College, and J. P. Droop, Trinity College, towards defraying the expense of an excavation to be undertaken during the present year in Southern Thessaly, under the direction of the British School at Athens.

GLASGOW.

Glasgow and Balliol College.

At a meeting of the University Court on December 12th, Principal MacAlister presiding, the following letter was read from Lord Newlands:

My dear Principal MacAlister,

As I have already mentioned to you, I am very anxious as an old Balliol man, to strengthen and improve the bridge between Glasgow and Balliol which the Snell foundation has so well and so long supplied, and I therefore venture to submit for the kindly consideration of yourself and of the Court, and of the Senate of the University of Glasgow, the following proposal. I ask to be allowed the privilege of handing over to Glasgow University the sum of £10,000 in trust for the purpose of providing additional income for the Snell Exhibitioners, who, owing to agricultural depression, do not now receive sufficient income to maintain them at Balliol even for three years, still less for the full course of four years. Some £330 or £340 a year from the £10,000 would be sufficient (after allowing the necessary margin for the payment of management and other expenses) to provide an extra £80 a year for each of the four (as they will be) Snell Exhibitioners for the four years of his full course at Balliol. I should specially like, if agreeable to all concerned, that the scholarships which I propose then to found should be named the 'Newlands Scholarships,' and I should also specially like mention to be made in the Glasgow University Calendar that I found these scholarships for the purpose of improving the connexion between Glasgow University and Balliol College, Oxford, and also as some recognition to the great service rendered to education by my life-long friend Professor George Ramsay, LL.D., Professor of Humanity in Glasgow University from 1863 to 1906. Believe me to be, with all good wishes, yours very truly,

"Newlands."

It was agreed, on the motion of the Principal, to record the appreciation and gratitude of the Court for the munificent gift.

A special article on the late Lord Kelvin will appear in the February number of this "Review."

LEEDS.

University News and Notes.

Dr. Stroud has informed the Council of the University of his intention of resigning the Cavendish Professorship of Physics in September next, his reason for taking this step being his desire for "a position of greater freedom and less responsibility, with more leisure for scientific work." For twenty-two years Dr. Stroud has occupied the Chair of Physics in the Yorkshire College and the University of Leeds. In accepting his resignation, the Council passed a resolution acknowledging its "high appreciation" of his services and its "sincere regret at the approaching termination of his connexion with the University."

Professor A. G. Barrs, M.D., has been re-appointed Representative of the University on the General Medical Council for a period of three years.

Professor Phillips, who occupies the Chair of Law, has been appointed Delegate of the University at the Oriental Congress to be held in Copenhagen in August. 1908.

The Fellowship for Gas Research, recently established by the Institute of Gas Engineers, has been awarded for the present session to Mr. Arthur Forshaw, M.Sc., Victoria, who has been engaged during the past three years in important technical investigations on the possible application of coke over gas for heating and illuminating purposes.

Mr. W. H. Maxwell Telling, M.D. (London), M.R.C.P., has received the new appointment of Honorary Demonstrator in Medical Pathology. Dr. Telling also holds the position of Clinical Lecturer of the University, and is a member of the Honorary Staff of the Leeds General Infirmary.

Miss Alice M. Cooke, M.A., Lecturer in History, has been appointed a member of the Faculty of Arts and of the Board of that Faculty.

Professor Garstang has been appointed Representative of the University on the Governing Body of Holmforth Secondary School.

Mr. Albert W. Priestley, M.A., B.CL., B.Sc., formerly a student, and subsequently Assistant Lecturer in the Leeds Day Training College, then Master of Method at the Oxford Day Training College, and afterwards Inspector of Elementary Education for the East Riding County Council has been ap-

pointed Director of Education for the County Council of Worcester.

As it has been found necessary to make use of the ground occupied by the two Lawn Tennis Courts for the erection of new buildings, four new Courts have been laid out in proximity to the Refectory.

The Refectory accounts have shown a satisfactory balance, and the crowded state of the Refectory renders the extension of the building very desirable. Plans for the carrying out of this object are accordingly under consideration. The subject of Students' Common Rooms is also engaging the attention of the Senate, as owing to the extension of the Library the rooms hitherto occupied as Students' Common Rooms are urgently required for Library purposes.

LIVERPOOL.

Archæology at the University.

Very strenuous work is being done just now in the direction of digging for the roots of the present. The Institute of Archæology has expanded, and now Classical and Egyptian Archæology have each their own habitat, separated by a very narrow Mediterranean of bricks and mortar. Not only is the work going on inside on the treasures resulting from the wanderings of the various members on the staff—three, practically four, professors,—but the problems and solutions are being brought within the range of the hearing, and seeing, of the student—undergrad. and otherwise. Wtihin the last few weeks three lectures have been given by the archæologists at work—Professor Myres' Inaugural Lecture on "Gladstone and Homer," Professor Bosanquet on "Landmarks of the Roman Empire," Professor Myres on "Works of Art in Homer." Further, the practical side of the work is not being neglected; a society exists with an unpronounceable name (we believe it spells itself *Cymrodorion*) but it makes up for this by having most pronounced and definite designs on the remains the Celt has left behind him.

Professor Bosanquet's lecture started at Rome, and made a tour through the Empire, finishing up, more pleasantly than some of the modern realities, safe in England. From the more well known of the Empire's landmarks—the column of Trojan

and the Ancyran monument—away to the sandy deserts of Africa, across to the smiling valleys of the Alps, eastward to the rugged Caucasus, westward to luxuriant Spain, and then the most recent work in the northern provinces—the arches and their import, coming up the Rhine and across to the Britain of the third century A.D.; the latest find in the well of the north country and the other work on the borders, leaving an impression of pleasurable admiration for the man who could thus adroitly find his way and with the weapon of the archæologist—the lantern—draw others in his train.

Professor Myres' lecture to the Arts Association was a most fascinating presentation of a problem. First came a careful and most judiciously illustrated comparative sketch of the artistic productions of the various stages in the history of the Ægaean, its decline from the early vigorous and natural type, the entrance of Phœnician and Egyptian elements, and the complete decay in the times of the northern invaders, coming down to historic times—the 8th century B.C.,—all "most plainly visible" by exhibits of the recovered specimens on the screen.

The New Professor of Education.

E. T. Campagnac, M.A., has been appointed to the Chair of Education in the University in the place of Professor Woodward, resigned. Mr. Campagnac was Classical Scholar of University College, Oxford, and graduated in 1895. Since 1902 he has been one of His Majesty's Inspectors of Schools.

The Guild of Undergraduates.

The path of the Guild has been beset with difficulties. It has dared to take the step of abolishing that institution of antiquity—the Soirée! This is in many respects an unfortunate action. The Soirée was undoubtedly one of the most interesting and enjoyable of these functions. The chief reason of its downfall lies in the difficulty of running it efficiently without loss. The question of abolition was broached several years ago, but this time the agitation against the Soirée went with fervour from the commencement—which was a letter of strong protest in the *Sphinx*, appealing against the retention of this "Mid-Victorian anachronism." As the Soirée has been growing for 20 years there seems much truth in this libel. The objectors also successfully urged that the Soirée, at first instituted as a means of advertisement and of social unification, had long since

outgrown these functions. The first is performed much more efficiently in other directions: the second is now effected by the Guild. A desirable feature of this somewhat heroic decision lies in the fact that there will now be presumably a large amount of energy available for other purposes. The Union still requires £4,000, and schemes are now being considered whereby some form of entertainment can be organized to obtain funds for the Union; it is proposed to divert the energy which would have been consumed by the Soirée to this end.

The question of Halls of Residence for students, which is full of serious difficulties in this University, is receiving a good deal of attention just now. A University Hall of Residence is to be run as an experiment till the end of session. The institution has been taken over from the School of Tropical Medicine, and it will be of great interest to see the scheme in operation. Formerly the Hall was used only by medical graduates, now it will be organised primarily for undergraduates.

The Guild Debating Society has been more successful this year, particularly in the matter of attendances at meetings. An Inter-'Varsity Debate was held on November 25th, at which 42 delegates from Manchester, Leeds, Sheffield and Birmingham were present. The motion—"that, in the interests of the community, industries should be nationalized"—was rejected by 163 votes to 111.

The 2nd National Inter-'Varsity Debate was held under the auspices of the Students' Congress at Sheffield on December 6th. Mr. H. E. Potts, M.Sc., of Liverpool, who represented the Congress, proposed the motion "that the House of Lords should be abolished." This was rejected by a considerable majority. The official Liverpool delegates were the Chairman of Debates, Mr. E. Meigh and Miss I. Abraham. Mr. H. G. Williams, of Liverpool, was also present. Delegates from thirteen Universities or Colleges attended, and the debate, as well as the accompanying social functions, were highly successful.

The Finances of the University.

The annual statement of accounts of the University shows a balance on the right side of about £600. The students' fees during the past three years have increased from a total of £14,222 in 1905 to £15,229 in 1906, and in 1907 to £17,248.

Private munificence during the past year was very little less than in the previous year. In 1905 the special individual donations were £2,400, in 1906 they reached the magnificent total of £34,970 (including £15,000, the capital value of the Gregson Institution), and last year £33,581 was received from generous private donors.

LONDON.

University News and Notes.

Inaugural lectures were delivered by Mr. L. T. Hobhouse, M.A., and Dr. E. A. Westermarck, Ph.D., the newly-appointed Martin White Professors of Sociology at the London School of Economics on Tuesday, December 17th. The title of Professor Hobhouse's address was "The Roots of Modern Sociology," and the title of Professor Westermarck's "Sociology as a University Study." The Vice-Chancellor, Sir William Collins, M.D., M.S., M.P., presided.

Professor Hobhouse will give a course of sixteen lectures on "The Nature and Conditions of Social Evolution," at the London School of Economics on Mondays and Wednesdays at 5 p.m., beginning on January 22nd. In connexion with these lectures Professor Hobhouse will hold a class on Tuesdays at 8 p.m., beginning on January 21st. Fee £1. 11s. 6d.; for lectures only, £1. 1s.

The attention of students is called to the following announcement recently published by the University:

"Students proposing to be registered under Statute 116 as exempt from the Matriculation Examination should carefully observe that while such registration secures to them, within the University, all the privileges of Matriculated students, it does not follow that other public authorities, or bodies outside the University, will accord to students thus registered the facilities or exemptions which they may have undertaken to accord to students who have *passed the Matriculation Examination* of the University of London. All enquiries as to the conditions under which such facilities or exemptions are given must be directed not to the University but to the bodies from whom such privileges are sought."

During the Session 1906–07 thirty-eight students submitted essays in candidature for the University Extension Sessional Certificate in Honours as against thirty-six in the previous

Session. Of these twenty-one were approved for the Sessional Certificate in Honours, while nine, although not reaching the high standard required for the Honours Certificate, were "Commended" by the Lecturers and the Examiners.

King's College.

The Bill designed to effect the transfer of King's College to the University, as agreed upon by the Senate of the University and the Council of the College, has been deposited in the Private Bill Office of the House of Commons.

University Hall, Chelsea.

"More House" is the first house of the proposed University Hall, Chelsea. It at present accommodates nine residents, and may shortly provide for seven others. It is proposed as soon as possible to build for a much larger number upon an adjacent site already procured; and to extend further as circumstances allow. The Hall will be situated upon the Chelsea Embankment. The distance from South Kensington is about one mile. King's College and the School of Economics can be reached by motor omnibus and tube in 25 minutes, and University College by motor bus in half-an-hour.

The purpose is that of a Hall of Residence for members of the University and of the associated Schools of Medicine, Science, Art, Technology, Economics, etc., from whom applications are invited. In order to form a nucleus of Senior Residents, preference will in the first place be given to the members of the teaching or organising staff of the University and Colleges, and of the Museums, Government departments, etc., as well as to graduates, senior alumni, and others, who are members of London or other Universities, and are occupied in research, post-graduate studies, or in the practice of their professions. Further particulars as to Residence may be obtained personally from the Housekeeper, or by letter from the Secretary.

The origin of the proposed University Hall, Chelsea, may be stated briefly as follows: In May, 1886, Professor Patrick Geddes opened a small group of three flats as the beginning of University Hall, Edinburgh. From seven residents the number gradually increased as additional accommodation was acquired, until it now provides for 140 residents distributed in five houses. Of these a large number are graduates. In addition about twenty flats have been erected, some for old residents as they

married, and some for other suitable residents in harmony with the scheme, often, indeed, in active co-operation with it. Such residents thus answer, to some extent at least, to the fellows of a college. As the capital involved grew rapidly, from £400 at the outset to about £50,000 at present, this has involved the change from individual to corporate responsibility. The undertaking has, therefore, been carried on since 1896 by the Town and Gown Association, Ld.

In 1899 a lady who had been a student of the Edinburgh Summer Meeting offered the Association a sum of £5,000 on the condition that (1) this capital should be applied towards the initiation of an analogous scheme in Chelsea, beginning with the erection of a block of residential flats similar to those of University Hall, Edinburgh, this sum being a guarantee for the undertaking; and (2) that it should thereafter, as soon as released from these uses by other funds becoming available, be devoted towards the erection of a Women's Hall of Residence.

After very thorough enquiry a suitable site was selected, upon the Chelsea Embankment, conveniently situated both for South Kensington studies and for the needs of open air. The after-named university institutions lie within a mile; the requirements of health and recreation are secured by the open, airy, and sunny situation, with its easy access to Battersea and other Parks; and the conditions of amenity are permanently assured by the view over the river and even to the heights of Wimbledon. Further, the site possesses a historical interest and tradition paramount even among the many illustrious associations of Chelsea—of Carlyle, Rossetti, Turner, Whistler, and so many others—in that it is part of the garden of Sir Thomas More, where he so often "walked and talked with Erasmus."

In addition to these considerations there is also the important one of the requirements of the University of London in the neighbourhood of South Kensington. What are those requirements? Are they sufficient to warrant, now or in the near future, the belief that a University Hall in Chelsea would supply a need? At the Royal College of Science and the Royal School of Mines there are at present about 300 students; at the Central Technical College there are about 400 students. These Institutions will, from January 1st, 1908, be included in the Imperial College of Science and Technology, which will no doubt soon attract a largely increased number of students to South Kensington from all parts of the British Empire. There

are also the Royal College of Music, with 85 men and 325 women students, and the Royal College of Art, with about 130 men and 50 women students, making a total in South Kensington of some 1,300 students. In addition to these there are the British (Natural History) Museum and the Victoria and Albert Museum, each with a large staff. On the Embankment are the Lister Institute of Preventive Medicine and the Chelsea Physic Garden; and other Institutions of the University are within easy reach of the Hostel. South Kensington is thus one of the largest educational centres in London, and in its interests certainly one of the most varied. For all this collegiate population, there is at present not a single hall of residence authorised by the University.

This site having been selected, a first block of buildings was accordingly erected. The capital for this consisted of the £5,000 above referred to and an additional sum of fully £25,000 advanced by the Town and Gown Association and its Executive Committee personally. These now desire to be relieved as far as possible of their London responsibilities, so as to devote themselves without further interruptions to their main work in Edinburgh. The fruitful association of town and gown above indicated tends more and more to develop in Edinburgh; and a corresponding association of university and city is now needed in London, which would promote such Halls of Residence and thus develop London as a Collegiate City. To work toward this end would be part of the aim of University Hall, Chelsea; and it is therefore desired as soon as possible to erect the next block upon the site above described. This would be designed entirely as a Hall of Residence and would accommodate about 40 students. For this some £12,000 is required; and to complete the whole scheme upon the ground, some £25,000 more will be needed. A further considerable site, also advantageously situated upon the Embankment, for which a plan has been drafted, is available in the immediate neighbourhood; thus the development of a large Residential Hall, with the advantages of collegiate life upon a not inconsiderable scale of completeness, will be practicable as rapidly as funds allow.

The funds required for this whole residential scheme are thus considerable, and are of two distinct kinds. It is intended that, as in Edinburgh, the Hall of Residence as a whole, and each of its component Houses, be maintained as far as possible upon a self-supporting basis, by the payments of its residents. These payments it is found in practice, readily meet the ordinary

expenses of lodgings and board, but do not adequately suffice for the additional capital expenses and annual outlays desirable for collegiate residence—Common Rooms, Library, Management, etc., or for the establishment of resident scholarships, all of which should be met if possible by endowment. Friends of the undertaking may therefore assist financially in any of the following ways:—1. By donations, legacies, etc., to initiative, maintenance, and Endowment Fund. Endowments will be invested in debentures as described in the following paragraph, or otherwise on approved securities. 2. By capital investments, bearing interest. These may be—(1) debentures of £50 each at 3 per cent. These to be issued as required to an amount (including any endowment as above) not exceeding two-thirds of the cost of the buildings; (2) ordinary shares, bearing interest limited to 3½ per cent.

Further particulars of the scheme may be obtained on application to the Secretary, More House, University Hall, Chelsea, London, S.W.

Bedford College for Women.

The annual report of Bedford College for 1906–07 has lately been issued. The names of 321 students have been entered on the College register during the session, as compard with 294 during the session 1905–06. Of these 195 students were taking degree courses, or engaged upon post-graduate work. The total income for the year was £13,543. 12s. 7d., leaving a surplus of receipts over expenditure of £71. 5s. 6d. The Treasury grant was £4,000, and a special Treasury grant of £750, which latter sum has been devoted to the institution of a pension scheme for the College staff.

The Council have recommended to the members of the College that a representative of the Bedford College Students' Association be elected a member of the Council.

The quinquennial inspection of the College on behalf of the Treasury took place in October, 1906. The inspectors reported that "the academic value of the work of the College is increasing in a most satisfactory manner." For the next two years the College continues to receive £4,000 per annum.

The Council have decided to create two new Lectureships, one in Botany and one in Geology, in place of a single Lectureship uniting the two, and have offered the Morton-Sumner Lectureship in Geology and Geography to Miss C. Raisin, D.Sc., and will in February appoint a Lecturer in Botany who will

be head of the Department, and will take up his, or her, duties at the beginning of the Easter Term. Twenty-five copies of application, with not less than three recent testimonials should be sent in by January 31st, addressed to the Secretary, from whom further information can be obtained.

A loan collection of water-colours was arranged by the Director of the Art School, and an exhibition held in the studio during the last week in November. Among the exhibits were specimens of the work of J. F. Millet, J. M. Whistler, S. Prout, J. S. Cotman, David Cox, J. Bosboom, J. B. Jongkind, and of some of the leading English living water-colour artists.

MANCHESTER.

University News and Notes.

At the funeral of the late Lord Kelvin, at Westminster Abbey, the University of Manchester was represented by Professor Lamb (Pro-Vice-Chancellor), Professors Boyd Dawkins, Dixon, Rutherford and Schuster.

The total number of students entered in all Faculties for the present session (allowing for double entries) up to the 1st Nov., was 1,352, as compared with 1,261 on the same date in last year. These figures include 1,106 men and 310 women, some of whom are entered in more than one Faculty.

The Matriculation Ceremony was held in the Whitworth Hall of the University at the end of November, and was largely attended by professors and lecturers. The Vice-Chancellor gave a short address to the students, who were afterwards presented to him by the Registrar. The number of students matriculating on this occasion was 265 men and 74 women.

Colonel J. W. H. Thorp has been appointed the representative of the Cheshire County Council on the Court of Governors of the University.

Dr. B. P. Grenfell's recent lecture at the University on "Recent Discoveries in Literary Papyri at Oxyrhynchus" was of special interest as embodying the results of some of his latest investigations. Among Dr. Grenfell's recent "finds" in Egypt are papyri containing passages bearing on the New Testament, like the famous "Logia," some Greek Pæans and passages from a hitherto unknown Greek historian.

The Council has appointed Mr. H. Pilkington Turner, M.A., LL.B., to be Assistant Secretary to the Council and Senate.

The English Essay Prize has been awarded to Mary H. Deakin.

The Council of the University has appointed Sir Frank Forbes Adam (the Chairman of the Council) to be the representative of the University on the County Association for Lancashire of the Territorial Army.

The Rev. J. R. Rendell, B.A., has been appointed the representative of the University on the Haslingden Higher Education Sub-Committee; and Professor Core the representative on the Heywood Education Committee.

The matriculation examination conducted by the Joint Matriculation Board of the Universities of Manchester, Liverpool, Leeds and Sheffield was held twice during the past year—beginning on July 2nd and September 10th. The number of candidates in July was 1,294, of whom 705 passed. In September the candidates numbered 438, of whom 179 passed. The corresponding figures in 1906 were 1,079 (with 573 passes) and 454 (with 188 passes). In July the matriculation examination was held as a form examination at 25 schools, which provided 264 of the 1,294 candidates for the matriculation examination.

It is stated in the annual report of the Joint Matriculation Board for the year 1907 that there has been a considerable increase in the number of candidates who take papers at the higher standard, and the Board has decided to allow persons who already hold a matriculation certificate and have not yet entered one of the Universities, to enter in a future examination for a limited number of subjects at the higher standard and to grant supplementary certificates to candidates who satisfy the examiners. The Board has appointed a committee to draft a scheme for the inspection and examination of schools, and it has been assured by the Universities of their general approval of the objects proposed.

Professor Thomas Barker, for twenty years (1865–85) Professor of Mathematics in the Owens College, who died in November last, aged 69 years, left estate of the value of £45,500. His microscopes and apparatus and all his botanical works and herbarium he bequeathed to the Botanical Department of the University, and all his other scientific works he left to the University for use as the Council may determine. Professor Barker left certain life annuities, and all his other property he left to the Manchester University upon trust for the following purposes:—1. To found a professorship of

Cryptogamic Botany. 2. To found bursaries or scholarships for the encouragement and assistance of students of ability, especially those of slender means in the Departments of Mathematics and Botany, upon such lines as the University Council may determine, and he directed that these professorships and bursaries and scholarships may, if the Council think fit, be called by his name as a memorial of his connection with the University. It is stated that on the falling in of the several annuities the total amount available for the University will amount to about £40,000.

OXFORD.

University News and Notes.

The Right Hon. Lord Curzon, Chancellor of the University, has been elected to an Honorary Fellowship at Balliol College.

The sum of £100 per annum, now paid by Merton College to the Chair of English Literature, has been increased to £200. It is hoped that private munificence will be thus encouraged to increase the total income of the Chair to a more adequate sum than the present £500.

The useful work of the Oxford University Appointments Committee has recently received official recognition on the part of the University. A representative Acting Committee has been appointed, with the Vice-Chancellor as Chairman, and Mr. Waterfield, of New College, as Secretary. The University has assigned offices to the Appointments Committee in the old Clarendon building, where all communications should be addressed to the Secretary. Convocation has lately granted the sum of £100 per annum towards the expenses of the Committee.

Miss Katherine Greenhill, who died recently, has bequeathed her small house and cottage at Hastings, together with part of her residue, to found an exhibition for a medical student at Trinity College, in memory of her father, the late W. A. Greenhill, M.D., of Trinity College. It is estimated that the College will receive a capital sum of between £500 and £600.

The honorary degree of D.D. has been conferred upon the Rev. Edmund Powell, M.A., Trinity College, Bishop-designate of Mashonaland; and the honorary degree of M.A. has been conferred upon Mr. F. H. Wright, Registrar of University College, Reading.

The Rev. A. H. Johnson, Fellow of All Souls, has been appointed Ford's Lecturer in English History for 1908–9.

Professor C. J. Holmes has been re-elected to the Slade Professorship of Fine Arts for a further term of three years.

The examiners for the Ireland and Craven Scholarships, 1907, have reported the following awards: P. H. Shaw-Stewart, Balliol, Ireland and Craven Scholar; L. J. Stein, Balliol, Craven Scholar; F. C. Geary, Corpus Christi, Craven Scholar.

C. H. Dodd, B.A., has been elected to a Senior Demyship, tenable for four years, at Magdalen College. He proposes to contiue his studies in Theology, and to prosecute research as to the earliest traces and distribution of Christianity in Italy. Magdalen College has also elected to a Senior Demyship for one year only C. F. T. Brooke, B.A., B.Litt., an American Rhodes Scholar. He proposes to carry on research in Middle English and Elizabethan Literature.

SHEFFIELD.

Recent Appointments.

The following appointments have been made by the Council of the University:—

Mr. Julius Freund, Ph.D., Lecturer on German Language and Literature and Teutonic Philology in the University of St. Andrews, to the Chair of German in the place of Professor Karl Wichman. Professor Wichmann has resigned the Chair on his appointment to the same Chair at the University of Birmingham.

Dr. Arthur Hall, to the post of Lecturer on Practical Medicine, rendered vacant by the resignation of Dr. W. Tusting Cocking.

Mr. W. S. Purchon, to the post of Lecturer in the newly instituted Department of Architecture.

WALES.

University College of North Wales.

A meeting of the Council of the College was held on Wednesday, December 18th, when there were present: Henry Lewis, Vice-Chairman (in the chair), Mr. D. L. Davies, Mr.

H. R. Davies, Mr. J. S. Greaves, Professor J. Gibson, the Rev. Principal Silas Morris, Mr. T. G.. Osborn, Mr. J. Allanson Picton, Mr. D. P. Williams, the Right Rev. the Lord Bishop of Bangor, the Registrar, and the Assistant Registrar. The Council interviewed two selected candidates for the post of Lady Assistant Lecturer and Tutor to the women students in the Day Training Department, vacated by the recent appoinement of Miss J. K. Borland, M.A., as Lady Superintendent of the women students in training under the Edinburgh Provincial Committee. Msis Alice Paterson, M.A. (Edinburgh), Ph.D. (Jena), Assistant Mistress at St. Paul's Girls' Schools, Hammersmith, was appointed. Miss Paterson received her school and university education at Edinburgh, and was subsequently trained as a secondary teacher at St. George's Training College, obtaining the Cambridge Teachers' Certificate of the first class in both theory and practice. She also obtained the Schoolmasters' Diploma of Edinburgh University after a period of teaching in a primary school. In addition to experience as teacher in secondary schools in Manchester and Hammersmith, Miss Paterson spent two years in Germany studying in the Universities of Berlin and Jena. In the latter University she took the degree of Doctor of Philosophy, her chief subject being Pedagogy in its relations to Philosophy.

Mr. H. R. Davies, M.A., J.P., of Treborth, was appointed to represent the Council upon the Carnarvonshire County Association formed under the Territorial and Reserve Forces Act of 1907.

Upon the recommendation of the Senate, the Department of Forestry was constituted an independent department, and the title of Permanent Lecturer, with a seat on the Senate, conferred upon Mr. Fraser Story, the present Lecturer in the subject. Mr. Story was also added to the Agricultural Education Committee.

Upon the recommendation of the Building Fund Committee, Mr. L. Jones, the organising Secretary of the Fund, was reappointed for a further term of three years, during which period the building and office will continue to be maintained for the raising and collecting of subscriptions.

After the conclusion of the proceedings of the Council the contract for the erection of the first portion of the new buildings was sealed, and it is anticipated that work will be commenced by the contractors (Messrs. W. Thornton and Sons, of Liverpool) at an early date.

Reviews.

CHEMISTRY.

"PRACTICAL ORGANIC CHEMISTRY." By T. Slater Price, D.Sc., Ph.D., Head of the Chemical Department of the Birmingham Municipal Technical School, and Douglas F. Twiss, M.Sc. Longmans & Co. Price 3s. 6d.

This is an excellent little manual for the laboratory. The student will find tests for, and the method of, preparation of most of the well-known organic compounds. It has been designed to follow completely the recent revision of the Board of Education's syllabus, but it is adequate for the intermediate examinations for most science degrees. Perhaps the best part of the book is its scheme for the identification of an organic compound. This is lucid, precise, and orderly. In addition there are special chapters on quantitative work, determination of molecular weights and special tests. The book is not original, and the authors admit their indebtedness to the larger treatises, and especially, we notice, to Perkin and Kipping's "Organic Chemistry." The proofs have been very carefully read, and we can commend the authors for their very clear and definite directions for the preparation of the laboratory work.

HISTORY.

"PETERHOUSE." By Thomas Alfred Walker.
"SELWYN COLLEGE, CAMBRIDGE." By A. L. Brown.
Hutchinson & Co.

It is a curious coincidence that the two latest instalments of the publishers' excellent series of Cambridge University College Histories should give the public at the same time the stories of the oldest and of the youngest of the eighteen colleges which make up the great University on the banks of the Cam. It is also worth noting that the two histories, though the one College was founded only twenty-five years ago and the other just six hundred years earlier, are made to occupy about the

same number of pages. It would be interesting and instructive, if we had time and space, to compare in some detail the two foundations, and to point out the differences and the similarities between them. But we must forbear. We may, however, note that the two points which, as Dr. Walker so carefully emphasises, were in the mind of Walter de Merton in founding Merton College, Oxford, which was undoubtedly the prototype and pattern of the College which Hugo de Balsham, Bishop of Ely, founded at Cambridge, find an almost exact parallel in the object and aims with which Selwyn College was started some six centuries later. Walter de Merton's foundation—and the particulars apply closely to Hugo de Balsham's foundation of Peterhouse—was a society for "learning, not religious contemplation." Further, it was "not a mere lodging-house of paying undergraduates. It was a corporation possessed of a common stock, by the economical use of which students of small means were enabled to take advantage of university teaching and were equipped for teaching others." Selwyn College, according to the first appeal issued by its founders, was to be "founded on the broad but definite basis of the Church of England, neither less nor more . . . its aim was to encourage habits of simple living and to develop the Christian character in the students." From this it is sufficiently evident that *mutatis mutandis* the objects of the two foundations are the same. The story of the two Colleges is necessarily dissimilar. Dr. Walker has a history of some six centuries to chronicle, he has a notable succession of great names to record. Perhaps Cardinal Beaufort, the great ecclesiastic of the early part of the fifteenth century is the first really great name on the roll, but even he is hardly greater than Lord Kelvin, the famous Peterhouse mathematician, who has just passed away. And between the two we have a list of famous names which will bear comparison with the list of any other college in the two Universities. It is indeed a little strange that, considering the great men who have been trained under its rule, at the present time it should have fewer undergraduates than any other college in Cambridge, which would seem to show that no institution can afford to rely solely on its antiquity or the greatness of its traditions. Dr. Walker has told the story of his college with justifiable enthusiasm, and all Cambridge men, and of course Peterhouse men in particular, will thank him for the loving care and accuracy with which he has set forth the history of this ancient College.

Mr. Brown, in writing the history of Selwyn College, had of course an entirely different task. As the College itself at present has but little history, he has to tell us in considerable detail the story of its inception—which was mainly due to Bishops Abraham and Hobhouse and Sir William Martin, formerly Chief Justice of New Zealand, there one of Bishop Selwyn's most intimate friends—its early beginnings, and its gradual development up to the present time. A fairly full sketch of its eponymous hero Bishop Selwyn, and excellent appreciations of its first two Masters, Arthur Lyttelton and Bishop John Richardson Selwyn, give the reader some ideas of the personalities to which the College owes so much of its success. There is no need for us to follow Mr. Brown through his very interesting and instructive "record of the incidents of the days of small things in which there has been small cause for shame and much ground for hope and encouragement." Selwyn men of course will read it with eager interest, and the wider public outside who are concerned with the various fields of university work will find it a stimulating and suggestive record. We must not omit a word of praise for the excellent illustrations with which each volume has been amply supplied, and the appropriate light blue binding and general format, which make the series both attractive and convenient.

J. S. H.

"Reminiscences of Oxford." By the Rev. W. Tuckwell, M.A. Second Edition enlarged. Smith, Elder & Co.

There are few persons better qualified to give us their reminiscences of Oxford than Mr. Tuckwell. The son of a well-known medical man, a Winchester boy, a scholar and fellow of New College, he was necessarily brought into close connection with many notable persons in the University. There is no need therefore for surprise that a new edition of his Reminiscences has been required, and we are glad to find that he has taken the opportunity to add some particularly interesting sketches, and to enlarge and amplify some of the many striking portraits given in the first edition. As he was born at Oxford in 1829, he has some very clear remembrances of Oxford in the thirties. He tells us of his meeting with Dr. Routh, the famous President of Magdalen College, who was born so long ago as 1754. In this new edition we have

characteristic sketches of F. D. Maurice, Dean Lake of Durham, who, we are here told, was a candidate for the Head Mastership of Rugby when Arnold died, but was passed over by the Governors for Goulburn, afterwards Dean of Norwich, Archbishop Temple, Dr. Sewell, Warden of New College, who only died, so to speak, the other day, T. H. Green, and many other notable personages in the Oxford of the last half century. His portraits of Newman, Pusey, Hawkins, and Mark Pattison are full of personal recollection and wise discrimination, and no one who in future attempts to write the history of Oxford during the nineteenth century will be able to dispense with this treasure-house of anecdote and information.

J. S. H.

LITERATURE.

"Life in the Homeric Age." By Thomas Day Seymour. Macmillan & Co.

The system of card-indexing has, it would seem, penetrated into the region of scholarship in America. In substance Mr. Seymour's "Life in the Homeric Age" is a *catalogue raisonné* of the Homeric poems. The author has conceived the idea of giving an account of the life presented by the poet without calling in the aid of archæological or other extraneous evidence. Personally, he accepts the theory that the poems are a presentment of contemporaneous institutions, that in spirit at least they are historical, but his personal convictions are in a sense irrelevant. Whether the poems are "historical" or are a picture of an imaginary civilisation, it is undoubtedly valuable to have in a compact and accessible form the complete picture of that civilisation. We require such a picture before we can begin to theorise, before we can begin, for example, to apply the touchstone of archæological evidence. Still more is it essential to have such a collection of material before we can apply internal criticism and can proceed to attack the innumerable questions suggested within the limits of the poems themselves. The headings of the chapters may give some idea of the plan of the work:—"Cosmography and Geography," "Dress and Decoration," "House and Furniture," and so on. Under each head the author has brought together all the information to be found in the poems. The result could not have been achieved without the aid of a card-index or some equivalent mechanism, and in some cases the mechanism has

got the better of the author. For example, under the head of Cosmography and Geography we have, strangely enough, a sub-section "Dew and Snow." One of the statements in it is "Dew and rain together promote the fertility of Ithaca"—so, we would imagine, they would promote the fertility of any island—and immediately afterwards we have mentioned a metaphor from dew. Now it may be geography that Ithaca is a rainy island, though that is not what the author says, but it is certainly not geography that "the glistering dew on the growing grain serves as a comparison for the glad heart of Menelaus on receiving a prize in the horse race." Clearly the author has collected all mentions of dew under one head, and has left them together with discrimination. Such retention of what we may call the scaffolding makes the book in places somewhat unreadable.

It must not be supposed, however, that the book is merely a mechanical compilation. Though somewhat unequal, it shows the illuminating influence of a close acquaintance with its subject, and there are passages of brilliant suggestiveness. Particularly notable is the discussion of the position of menial employment on earth and on Olympus, perhaps to modern minds the most interesting part of the Homeric picture. It is unfortunately impossible to quote the passage at length.[1] Every statement is backed by a reference to the text, the book is well illustrated from photographs, and there are some good plans. The map which serves as a frontispiece is too small to be of any value. We wish the book that success which the great labour spent upon it deserves.

MATHEMATICS.

"Practical Integration." By A. S. Percival, M.A. Macmillan & Co. Price 2s. 6d. net.

"Trigonometry." By R. C. Bridgett, M.A., and W. Hyslop, M.A. Blackie & Son. Price 4s. 6d.

"Prepatory Mathematics." By A. Clement Jones, M.A., and C. H. Bloomfield, M.A., Mathematical Masters, Bradford Grammar School. Nelson & Sons. Price 1s. 6d.

All these books bear the impress of the recent fundamental changes in the teaching of mathematics. The author of

1. The passage referred to is Od. N 245

"Practical Integration" has produced what is more of a revision book for one who has some knowledge of the subject than a text-book for the beginner. The book consists of 86 pages, and is comprehensive enough to include double integration and polar forms. We cannot see why this book has been especially dedicated to the use of engineers as we cannot find in it the application of integration to a single engineering problem. One very great defect is the entire absence of figures and graphical illustrations. We think that the book would be improved by the addition of practical problems and solutions where integration is employed.

"Trigonometry" follows the usual sequence of such books with the exception that graphical methods have been introduced as affording additional proofs. The student is urged to test his results by experimental and outdoor work. We are pleased to notice the large number of problems in surveying and navigation. The final chapters are on the summation of a trigonometrical series and complex quantities.

"Preparatory Mathematics" is a new arithmetic for junior forms. Its methods agree with the recent recommendations of the British Association Special Committee. Two series of examples are given, one for oral and the other for written work. The problems deal with everyday subjects, and will undoubtedly appeal to the average boy, *e.g.*, one problem is connected with the Yorkshire County Cricket averages, and another with railway journeys. Teachers who use this book will have a guide for treating a much-worn subject in a fresh and interesting manner.

A. E. S.

MECHANICS.

"Time and Clocks." By H. B. Cunningham. Methuen & Co.

This is quite a delightful little book which "tells us all about" clocks and the mechanical principles which underly them. It gives a lucid account of what may be called the logic of clockwork, and particularly of the various classical experiments by which the fundamentals were established. We

recommend it without hesitation to all ignorant persons who are sufficiently interested to follow out Mr. Cunninghame's account of these matters, and we assure them that they will find their task made easy, and their time well occupied. Unfortunately the book is disfigured by some errors (*e.g.*, the credit for the Aristotelian theory of science is ascribed to the Middle Ages), but for some of these mistakes the author will probably be justified in blaming his printer. We would say, however, that we are indebted to him for a pleasant evening spent with his book.

JAMES WOOLLEY SONS & CO. LTD.

CHEMICAL, PHYSICAL AND PHOTOGRAPHIC APPARATUS.

CHEMICALS AND REAGENTS.

CATALOGUES

FREE ON APPLICATION.

VICTORIA BRIDGE,
MANCHESTER.

FEBRUARY, 1908

6d. net

The University Review

VOL. VI. No. 32.

PRINCIPAL CONTENTS.

Ideals of Scholarship - - - Professor E. A. Gardner.

Teaching of Literature - - - - W. M. Lightbody.

Poverty in its Relation to Intemperance Arthur Sherwell, M.P.

Poverty in Relation to Sweated Industries and the Minimum Wage - - - - George Shann, M.A.

Correspondence from Universities in the United States of America.

News from the Universities and Colleges of the United Kingdom

---

LONDON. SHERRATT & HUGHES.
CALCUTTA & SIMLA. THACKER, SPINK & CO.
AUSTRALIA. GEORGE ROBERTSON & CO. PROPRIETARY, LTD.

In 2 Vols. Now Ready £2. 2s. 0d. net.

The Knights of England

A Complete Record from the Earliest Time to the Present Day of the Knights of all the Orders of Chivalry in England, Scotland, and Ireland, and of Knights Bachelors

BY

WM. A. SHAW, LITT.D.

Editor of the Calendar of Treasury Papers at H.M. Record Office; Author of the History of the English Church under the Commonwealth; Author of the History of Currency; etc.

INCORPORATING

A COMPLETE LIST OF KNIGHTS BACHELORS DUBBED IN IRELAND

Compiled by

G. D. BURTCHAELL, M.A., M.R.I.A.

Barrister-at-Law, Office of Arms, Ireland

Author of Genealogical Memoirs of the Members of Parliament for Kilkenny

Printed and Published for the

CENTRAL CHANCERY OF THE ORDERS OF KNIGHTHOOD

LORD CHAMBERLAIN'S OFFICE, ST. JAMES'S PALACE

SHERRATT AND HUGHES

LONDON 1906

The University Review

No. 32. VOL. VI. FEBRUARY, 1908.

Ideals of Scholarship.[1]

BY

PROFESSOR E. A. GARDNER,

Dean of the Faculty of Arts of the University of London.

IN this solemn session, which inaugurates the visit of the University of London to the University of Paris, one thought must be present in the minds of all of us who are your guests to-day; and this is how much more you have to offer us than we could offer you when you honoured our new-born university with your visit last year. Here in France it is a tradition so ancient as to have acquired the prescriptive right of nature itself, that your greatest city and your greatest university are united. With us in England the notion of a university in our capital city is a comparatively recent one in any form; and the reconstitution of our University of London on a scale and a system worthy of its name is a thing not yet fully accomplished. Our older universities of Oxford and Cambridge, which many of you included in your visit last year, are in very different surroundings. The contrast was admirably expressed in a letter from a French colleague, written after his return to Paris. The beauty of the old college buildings and their grounds, their quiet and contemplative calm, their isolation from all the

1. An address delivered at the Sorbonne, May 21st, 1907, on the occasion of the visit of the University of London to the University of Paris.

bustle and worry of modern life had deeply impressed him. Yet he had been struck, not so much by the notion that here was the ideal seclusion for the scholar, but rather by a feeling of something incongruous with the conditions of modern life in such a survival of mediævalism. It is the old contrast of the active and the contemplative, of the secular and the monastic. The contrast is emphasised for such of us, and there are many, who have been undergraduates and graduates at the older universities before being transferred to London. Perhaps if my friend had paid a longer visit to Oxford or Cambridge, and had seen more of their inner life, he would have found them not altogether cut off from modern influences, not altogether free even from the distractions and vanities of the world. But in London the schools of our university are scattered among populous districts and busy thoroughfares; they have not had the opportunity to create around them an atmosphere of their own; they are in constant danger of succumbing in their struggle against commercial and materialistic utilitarianism. Without the continual infusion of new blood from without—above all from the older universities of England, of Scotland and of Ireland—it is doubtful if they could even continue to possess any academic existence. It is for this reason that the example and the traditions of your University of Paris especially appeal to us, and that we appreciate most intensely the sympathy and the encouragement with which you greeted us in London last year, and which meet us once more in this hall to-day. For here we find that the political and social and intellectual centre of your country is also its academic centre, and in this fact we find a happy augury for our own university. You have, indeed, your own surroundings and atmosphere as we can hardly hope to have them; for you have your own *quartier Latin*, with its romantic traditions of countless generations of student life. This perhaps is beyond what we can hope for in the prosaic

surroundings of London; but we may at least hope that within our buildings, scattered as they are, there may come to be an academic ideal not unworthy of the city in which we are set.

On this occasion it has fallen to me to speak as Dean of the Faculty of Arts; but I would speak for my colleagues of other faculties also; and if my subject is ideals of scholarship rather than ideals of science, I would draw no exclusive line between the two. We English are fortunate in the possession of the word scholar and scholarship, a word that implies the unity of the whole body of those who seek after learning, since it is applicable alike as a description of the child first attending an infant school, and as an appreciation of the author of a discourse such as we have just been privileged to listen to from M. Croiset. The comprehensiveness of the name is indeed in some degree limited by the convenient but unessential distinction which we make in our universities when we separate the Faculty of Science from that of Arts or of Letters. But we all form one brotherhood devoted to the pursuit of knowledge; we trust that our methods on the arts side are not altogether unscientific, and that our scientific colleagues have some art in their investigations as well as in their method of giving them expression. When, therefore, I speak of ideals of scholarship, I would refer to the ideal to which, I trust, we all alike are devoted. And this ideal, I take it, is that pursuit of knowledge for its own sake rather than for its practical application, which distinguishes, or should distinguish, the university from the technical school. Both are doubtless needed in our modern life; but while the one is so obviously useful that it is in no danger of being neglected, it is for the other to keep up those lofty, those unpractical ideals without which even the more practical studies are likely to stagnate rather than to progress. It is for this reason that the ideal implied in the love of knowledge for its own sake, the ideal of

scholarship in the widest sense, must ever be before our universities.

It is well for us to realise, here in Paris, how this high ideal is not inconsistent with the life of a citizen, nor with the patriotic traditions that have never been lacking in this university. The way in which these two sides of the man complement each other is admirably expressed in M. Jules Lemaitre's study of M. Gaston Paris—a study which also contains a most eloquent justification of the scholar's life and aims, which shows how even those minute studies that seem most petty and even narrowing in themselves are essential to the advancement of learning that finds its wider expression in those inspiring works of genius that enlarge the spiritual outlook of mankind. The ideal of scholarship might seem best fostered in those older universities of ours given up to academic contemplation, if we did not see how the University of Paris could produce examples of it such as include also a more human interest and a wider life.

The ideal of the mediæval scholar was, indeed, a universal knowledge such as is no more attainable; it sometimes included an aspiration to even deeper and less permissible powers. In the first scene of Marlow's play, Dr. Faustus reviews all human knowledge, in every faculty—Philosophy, Medicine, Law, Divinity; he finds all wanting and turns to magic.

> "O what a world of profit and delight,
> Of power, of honour, and omnipotence,
> Is promised to the studious artisan!
> All things that move between the quiet poles
> Shall be at my command: emperors and kings
> Are but obeyed in their several provinces,
> But his dominion that exceeds in this
> Stretcheth as far as doth the mind of man;
> A sound magician is a demi-god."

Such knowledge, and such application of it, are equally beyond the dreams of the modern scholar. That his

desire is not, like that of Friar Bacon, "to circle England with a wall of brass," our friendly interchange of visits will suffice to prove. These practical applications of the master's lore are not, however, without their value as an indication that even the greatest scholars were not free from those aspirations that found common expression in the search for the philosopher's stone or the probing of the secrets of astrology. The sense that knowledge is power, and that all knowledge is one, whether it were of philosophy or of medicine, of physics or of grammar, was a truth that inspired all these strange beliefs, and that is nowadays too often obscured. To teach philosophy or chemistry merely as a branch of a scholastic interpretation of Aristotle may have delayed inductive science or experimental investigation; but it prevented at least a too strict separation of the faculties. The dream of universal knowledge has dissolved away in these days of specialisation; the ideal of scholarship, of devotion to the advancement of learning, tends perhaps to be narrowed to one branch—sometimes a very minute branch—in which each scholar may hope to go beyond his fellows. The ambition is no contemptible one, and the pure devotion to truth which should, and often does, accompany it is one of the highest, perhaps the highest, of the scholar's qualities. But if he is to be a man as well as a scholar he must obtain some wider view, some vital sense of the relation of his own branch, however little, to the great tree of human knowledge. Without this, his education may well be called technical rather than liberal, even though he devote himself to what are commonly called liberal studies.

Whether the ideal of scholarship be a worthy one or not must then depend more on the spirit in which the scholar works than on the exact subject, or on the methods of study to which he may devote his energies. But undoubtedly there are branches of study that seem more remote, less easy to bring into direct relation with

human interests. And it is with some of these that scholarship, in the narrower sense of the word, is more particularly concerned. The mediæval scholars with their seeking after universal knowledge, the scholars of the Renaissance with their delight and enthusiasm in the rediscovered world of Greece and Rome, were succeeded by others of less brilliant if equally laborious attainments, by men to whose minute study of details we owe much of our present standard of classical scholarship. The days of the specialist began. In England there was, on the one hand, the ideal of the scholar and gentleman, the man whose public school and university education enabled him to quote Virgil or Horace in Parliament, and to attribute to them sentiments like those of his own contemporaries; on the other hand there was the ideal of the academic scholar whose aim was elegance of composition in Greek and Latin prose and verse, and exact appreciation of the niceties of expression of the classical authors. All honour to these scholars; we owe them an infinite debt, in that they have revealed to us the beauty and delicacy of the classical tongues, and the greater among them were by no means lacking in a wider sympathy with the authors they studied. But there is no doubt that there was a tendency to study the letter rather than the spirit, and that a great change was needed if the classical studies were not to drift further and further away from modern life, and to lose touch with the world of to-day. This great change is of comparatively recent origin, and it is, as yet, far from full accomplishment. It is due, I think, mainly to the growth of a new spirit, the spirit of historical imagination. We no longer try to read into the literature and art and mythology of ancient times the thoughts and feelings of ourselves and our contemporaries, but rather to carry ourselves back by an intellectual effort directed by due knowledge, into the social and moral and intellectual atmosphere of those whom we study. This ideal of scholarship—the most

modern, and for us at least the most inspiring—can more than any other justify the conscientious devotion to detail which may to the many seem mere waste of energy, but which no true scholar will count superfluous. So long as we look for the mere reflexion of our own thoughts and our own character in the literature or art of Greece and Rome, we are doomed to frequent disappointment; and many of the laborious products of research will seem to be mere isolated facts, void of any possible use or interest. But if our aim is to reconstruct in our imagination the ancient world as it really was, not only in outward surroundings, but also in civic and social life, in artistic aspiration, in religious custom and belief, and in its aspect to the ancient philosopher or poet, then every discovery has its value, in that it adds to the completeness of this presentation. The unity of the study of ancient and modern life cannot be fully realised without due appreciation of their difference; and it is just because we are beginning to realise this difference that the influence of Greece, above all, is perhaps more to us now than it has been to any other generation; and many ancient writers seem to us more modern in tone than they ever seemed before, just because we understand more clearly the problems they had to face and the feelings by which they were inspired. It is the need for such understanding, the desire to realise the outer environment and the physical conditions of ancient life, as well as to study the extant and visible remains of their civilisation and their art, that has sent so many students to Italy and, above all, to Greece. And the lead in this matter was taken by France, when the school at Athens was founded to provide French students with a centre upon classical soil. No apology is needed here for touching on a theme that to many of us is personal; for there are many among our hosts to-day who have been members of that French school at Athens, nor am I the only representative, among your guests, of the British school which, as its

younger colleague, has always worked in harmony and friendship for our common purpose. We meet again as colleagues entrusted with the service of sacred spirit of Hellenism in Paris and in London, in these two great centres of modern life; and we must all feel the better able to hand it on to others, because we have ourselves received it on no alien soil. But Hellenism, after all, is but one branch of scholarship, and it is the ideal of all branches alike to live in and for the pursuit of truth about man in all his expressions of himself, whether of art, or of custom, or of religion, or of language. The science of anthropology, has taught the classical students the maxim "humani nihil a me alienum puto." Though we may still be permitted to delight the most in the highest phases of man's thought, and literature, and art, even this highest phase often needs for its fuller appreciation and comprehension a knowledge of many details that may seem in themselves useless and unprofitable. It is this that justifies and ennobles the toil of the patient workers who provide the material without which the more attractive and more inspiring generalisation, would be untrustworthy or impossible. In this unity of all human studies, above all in the unity of the whole body of scholars working to a common end, we may see the highest aspiration of university life, and an international ideal of scholarship such as is in some degree symbolised by our present meeting.

E. A. GARDNER.

The Teaching of Literature.

BY

W. M. LIGHTBODY.

EVEN those Englishmen who have sufficient force of intelligence to renounce the idols of the tribe remain for the most part convinced that their country possesses the noblest and richest literature the world has ever seen; and it seems a fair inference that the people which has produced these immortal books must be gifted with corresponding literary power and taste. Yet, at the same time, the thoughtful student of modern life can hardly resist the conclusion that we English of to-day have, as a people, little interest in art or literature, and that the part these play in our lives is a very insignificant one. From time to time there appears in some magazine a lament over the decadence of public taste in matters of art, but as yet no adequate explanation of the mystery has been offered. Perhaps, like many other historical changes, it may prove to be the result of various causes working together. And our system of education certainly incurs the suspicion of contributing to the unsatisfactory state of literary taste, One naturally asks what is being done in our schools and universities to cultivate a healthy and widespread love of books. The higher classes invariably include a course of English literature, but those familiar with the result must be conscious how liitle is done to stimulate interest in literature for its own sake.

The young man who has diligently studied literature at the universities certainly possesses a wonderful mental equipment. He is prepared at five minutes notice to

trace a connection between the Categories of Aristotle and the Heroic Couplet, or compare as to style, versification and general plan the *Divina Comedia* and Hudibras.[1] Now, that there should be ingenious young men in the country who can do all these things is well. That there should be other men (the present writer amongst them) who cannot, is, perhaps, also well. There is room for both varieties. But the increase of the former class marks a not altogether satisfactory tendency. It means that we are losing our love of books for their own sake, and for the pleasure they give us. We shall gradually cease to produce novels, plays and poetry; but our shelves will groan under volumes of Criticism, Histories of Criticism, Criticisms of the History of Criticism, and kindred works. Instead of dramatists we will have dramatic critics, learned, voluminous; perhaps even the the actor will have to go. The poet will give place to the professor of rhetoric, and the novelist will find his place taken by the old gentleman in spectacles who lectures for a whole winter on the pre-Richardsonian novel. We shall value Shakespear, Homer and Dante mainly as specimens for dissection, and the chief function of poetry will be to serve as an apparatus on whicn we perform our mental gymnastics.

All this is consistent with a genuine love of literature, but the satisfaction out of which such a love can grow is of a markedly different kind from that of the man who reads primarily for pleasure; it resembles rather the mildly agreeable state of consciousness in working a quadratic equation or making a chemical analysis. There is the same contrast between the mental attitude of the mere lover of books and that of the trained and expert critic, as between witnessing a play from the pit and looking on from the "flies," where the visible devices of the stage carpenter destroy any illusions that might arise. Where the one sees clouds and trees the other

1. *Vide* university examination papers *passim*.

sees merely scraps of painted canvass; the proud knights and fair princesses are but the tawdry men and women who a moment ago were chatting familiarly with him in the "wings." His interest is technical rather than aesthetic.

Among those musty old professors with shrivelled hearts and burnt-out emotions, who write volume after volume of learned criticism, perhaps many would gladly return to their callow days when they could enjoy the exquisite pleasure of pure impressions without any attempt to analyse, classify, or describe. It is through these impressions that art asserts its refining and elevating influence; it is through these that art penetrates right to man's heart and comes in contact with his moral nature; and it is through the destruction of these, by what passes for the systematic study of art, that there arises that strange monster, the "cultured man of the world," a man on whom education and "culture" have been lavished without affecting in the slightest degree his inner character. He can discourse on art with perfect ease, but remains at heart a barbarian little above the level of the Congo Arab.

The spirit of art has two aspects, the passive or receptive, and the active or creative, and the habit of analysis and formal criticism might possibly have different effects on these. That the former is dulled and robbed of its zest I have little doubt, how the latter is affected is a matter for careful historical inquiry. We must ask whether the periods that revelled in theories and principles have always been the most fruitful in these enduring creations of art that have stood the test of ages when theories had changed and new canons of criticism held sway; or whether in those periods when creative art was most brilliant and vigorous, men troubled themselves less with the questions—what is art?—and what is the difference between good art and bad? There have been times (for example, the classical period in

English poetry) when it was fondly imagined that the rules of poetry had been placed on a permanent basis, and that future ages would have merely to follow out the lines, not so much of development as of progress. Yet we find a disposition in many quarters to regard this time as the ebb-tide of English poetry.

Art or literature treated as a branch of study to be expounded in text-books, reduced to principles, and made the object of rival cults, tends to become degraded to a mass of dogma, often arbitrary and fantastic, not founded upon one's own individual tastes, and therefore without any claim to be regarded as one's own opinions. This might seem a matter of little consequence were it not for the important educative influence that art properly understood exerts upon the character of a people. The Greeks were on the right line in emphasising the aesthetic side of conduct—the link between the beautiful and the good, which supplies the missing element in the utilitarian calculus, and explains in a measure that mysterious difference between "higher" and "lower" pleasures that baffled the disciples of Bentham. No people can neglect the aesthetic side of their nature, or suffer it to become atrophied, without sinking lower in the scale of nations. One of the surprising facts of history is the mysterious ascendency that Greece exercised over Rome when she had sunk to the position of an unimportant province of the latter. And we have witnessed the same phenomenon in more recent times in the influence which artistic nations like Italy and France preserved even when their social and political condition was at its lowest ebb.

We in England have been accustomed to regard art merely as an agreeable pastime for the idle classes, something quite apart from the serious business of life. Our material wants, we are told, must be satisfied to the full before the aesthetic wants emerge. And at the first glance it does seem mere trifling to prate of art when

great areas of our cities are abandoned to misery, disease and vice of the most hopeless kind. Nor would this reproach be without justification if the pursuit of art might interfere with our earnest efforts to improve this state of affairs. But, so far from this being the case, it affords us a chance of attacking the evil from still another side, and might help in the struggle to a greater degree than is commonly imagined. The average denizen of Bethnal Green probably has, or once had, some germs of the aesthetic feelings, and one of the pathetic aspects of his lot—none the less pathetic because he is, perhaps, unaware of it—is the appalling ugliness of his life and surroundings, the utter absence of any gleam of beauty to keep alive within him that seed whence so much joy and goodness might spring.

When the history of the nineteeth century comes to be written in due perspective, to the student of human character the most striking feature will be the complete triumph of the material conditions of life over all spiritual and ideal elements. These years saw the productive power of industry multiplied to an almost incredible degree; the progress of applied science and mechanical inventions have increased man's command over the resources of nature, until we hesitate to assign any possible limit. One might be tempted to suppose that such progress would have liberated man's energies from the struggle to wrest from nature the mere means of subsistence, that life would have grown richer, and fresh aims and higher ideals would have marked this physical emancipation. One of the favourite theories of philosophers, from Plato downwards has been that the so-called higher life is only possible for those who are freed from all care as to means of livelihood, and the necessity of a leisured class who can thus devote themselves to the cultivation of intellect and the advancement of knowledge has been urged in mitigation of social inequalities that were felt to violate our notions of justice. Here within

the last century we have witnessed a change that has added to the wealth and leisure of all but the lowest classes; yet, instead of a relaxation of the strain of life, we find it everywhere intensified. The amount of thought and effort demanded by the mere provision for material wants shows no sign of diminishing, while, on the other hand, the painful sense of dependence on material conditions and the degree of importance attached to them have increased to a point where they threaten to submerge all other elements of life. This is a process distinct from that development of speculative materialism which is noticeable in the nineteenth century, culminating in the crude materialism of Tyndall. Still the change has probably been fostered by the gradual decay of the older religious and political principles, which, however false and perverted, represented a certain element of the ideal in life, that as yet nothing has arisen to replace. Working-class Socialism of the bread-and-butter type, with its narrowness and limitations, its lack of imagination, serves but to emphasise still further the tyranny of material conditions; while the "comfortable" classes, panic-stricken at the thought of social changes that may affect property, have no higher aims than to protect what they deem to be the interests of their class. Everywhere the sense of struggle is intensified; everywhere the sense of dependence on material conditions, and the accompanying feeling of uncertainty that is its natural result, take a firmer hold of us; till humanity seems to writhe like Laocoon in the coils of a serpent that threatens to crush, if not our very life, yet all that is beautiful and precious, and reduce our activities to a hideous and sordid conflict, varied only by sensual and hollow pleasures that seem to mock our conceptions of what human life might be.

Has art, then, no function but to amuse the dilettante, to provide an apparatus for the intellectual gymnast? Is it to be so overwhelmed with its own technicalities as to

lose all meaning for humanity? Can it do nothing to kindle in man a belief in the possibilities of life far transcending those "utilities embodied in material objects," which constitute not only the basis of our well-being, as the more sober of us imagine it, but the indispensable condition of those feverish pleasures that consume the remnant of our energies? If art is to do this it must not be conceived as something confined to picture-galleries, concert-halls, and the shelves of libraries. It must pervade our lives. It must teach us to watch with interest the majestic drama of human history as it unfolds itself before our eyes, full of passion and mystery, the powers of Light and Darkness, Good and Evil, wrestling like Titans on the world-stage with all time for a background. It must teach us to recognise in the most commonplace lives those gleams of the pathetic or heroic which the artist can disentangle from their surroundings and place before us in a clearer light, but which already exist for those who know how to look for them. It must awaken in us the consiousness of our actions as ugly or beautiful, capable of repelling or attracting by these qualities alone. Above all let it touch our imagination and show us what our lives might be; what we ourselves could make life, even with our present resources, and subject to those disabilities that nature threatens to impose for ever on human flesh. For those who have never possessed, for those who have lost this sense of the beautiful in human life and human achievement, who cannot find a meaning even in that mingling of joy and suffering that lends the light and shade to the picture, the chiaroscuro of the soul's canvass—for all those there is no recompense either in time or eternity. Without it we remain the thralls of the ignoble conditions we have laid on ourselves, contented, uncomplaining thralls, it may be, unconscious of our servitude, even exulting if our chains are of gold; but exult as we will, we have missed the meaning of life. We have eagerly clutched at the

glittering toys within our reach, but we have shut the eyes of our mind for ever.

Yet those who style themselves practical, and who certainly are in the ascendant to-day, continue to protest against the folly of giving what they call "useless" instruction in schools. Why, they ask, should we teach French or Botany to a girl who is intended for a domestic servant? And one writer describes the distressing case of a boy, educated up to London matriculation standard, who became a butcher's errand boy. It is certainly possible for the alarmist to conjure up highly menacing pictures of the butcher boy, who as he goes his rounds whistles an aria from Rigoletto, or loiters on the area steps over a volume of Walter Pater, who spends his free afternoons at the National Gallery with the brethren of his craft, debating the relative merits of Titian and Velasquez. Such a state of affairs might, or might not, call for legislative interference, but as things are at present, we may question whether society has a right deliberately to darken a boy's mind, to cut him off from all but animal pleasures and pains, merely because it destines him for what it deems a brutalising occupation. After all, occupations are very much what their followers make them, and perhaps even our unhappy friend, the learned butcher boy, might do a little to redeem his craft from the obloquy into which it has fallen, and win for his fellows something of that affectionate regard that Charles Lamb cherished for the little chimney sweepers.

The evil, if there is any, does not lie in educating a few above their occupation, but in leaving the vast majority uneducated. Everything that cultivates more refined tastes in a *class* is an unmixed good, and this can be done most easily by starting with the children. By the time we have grown to manhood, with the din and and dust of battle about us, the thunderings of a Carlyle or the tender eloquence of a Ruskin fall upon deaf ears. We are hopelessly hard and unimpressionable, and seldom

do we give more than verbal acquiescence to their teaching.

To argue that we make a man unhappy by awakening him to the ugliness and squalor of his life and surroundings is the shallowest of sophisms. The bliss of ignorance is never gained without cost. Sooner or later, be it in the life of the individual, or the life of the race, it exacts a heavy price. And even while it lasts it is something other than the bliss of successful effort, of difficulties conquered, of darkness dispelled, of good triumphant.

It is perhaps in childhood that our purely passive sense of beauty is keenest, though less discriminating and conscious. The imagination, untrammelled by experience, is easily kindled, and we are ignorant of any canons of taste that might restrain our enthusiasm. The sensuous relation of the mind to the beautiful object is direct and simple, free alike from judgment and from reference to any aim. Those who can recall the impressions of childhood, those who have observed the pleasure that a child derives from looking at pictures and listening to tales, cannot but be struck by the change that asserts itself later on; when the "shades of the prison house" close upon us, when accumulated experience and growing judgment have clouded over the radiance of our dreams.

The period of school-life is the parting of the ways, and here it is decided whether a boy is to grow up after the common pattern, insensible to the beauties of literature and art, a mere money-making machine with only animal appetites, or whether he is to retain those refining and elevating sensibilities, which will yield satisfaction when all other sources fail, and will transform the world around him; so that he no longer beholds merely the scene of a squalid struggle for life, or the equally squalid pursuit of shallow pleasures, but discerns those flashes of the beautiful and the heroic which remain the redeeming qualities in life, and which art, however crude and imperfect, struggles to express.

Now, can anyone believe that literature as it is taught in schools fosters this spirit; that learning by heart, say, the names of the "Restoration Dramatists" and the "Caroline Poets," or being dragged through Macaulay's "Warren Hastings," with perhaps an examination in view, can generate in the youthful heart a passion for literature? Is the student moved to laughter or tears as he commits to memory lists of various author's works? Can chronological tables stir his heart, as the minstrels stirred the hearts of our rude forefathers with their songs of love and war?

Instead of such a system it would be an interesting experiment to try the result of reading aloud to the class each day a portion of some book likely to interest them, and without the idea of there being anything to *learn*. Provided a class of children fairly equal in intelligence could be got together, it would not be difficult to find some book that would appeal strongly to them and hold their attention. When they have grown out of the fairy-tale stage, the wanderings of Ulysses, the story of Undine, Dickens' "Christmas Carol," and many such books could be utilised. As their mental horizon became enlarged and their sympathies widened, they could be led onwards step by step, care being taken that the work chosen always gave pleasure. Such an hour in the school time-table would bring delight to many a childish heart, and would be by no means wasted time if it induced a few to look into books for themselves, and to realise the infinite storehouse of pleasure that lay ready to their hands. The expert teacher of literature would then be, not the man who could drill the class in the characteristics of each "period" and the label of each particular writer, but the man who was quick to perceive what books would appeal to any one class, and would conduct them in, say, six years, by easy stages from "John Gilpin" to "Adonais," or from "Twinkle, twinkle, little star" to "Tears, idle tears."

Even when we are done with school and go to the university we are still under the heel of the literary expert, that extraordinary individual who is expected to explain what books we ought to admire, and why; what is the characteristic or trade-mark of each. By attending a series of lectures, or by the expenditure of a couple of shillings on one of the many primers of English literature, the busy man may learn that Byron was the poet of the Revolution, Shelley the poet of the passions. They will also inform him that both of these show symptoms of *Weltschmertz*, which (if I remember aright) is to be found in its highest perfection in the German poets of the *Sturm and Drang* period. Cowper is the domestic poet; Keats the sensuous poet; Chatterton, through the medium of Coleridge, is the real father of the Romantic School, and so on. Having got all these writers duly labelled and pigeonholed, the student may, if he cares, proceed to read selected portions of their works, chosen to illustrate the labels. Then his literary education is considered complete. The process is not unlike cutting the art critic's column out of the *Times* and visiting the exhibition criticised, conscientiously finding out (per instructions) the "atmosphere," the "solidity," the "subdued richness of colour," etc.; or listening to a concert with one of these useful descriptive programmes which let the reader know when to look out for the "tone-shading," the "breadth," "depth" and other beauties. By the aid of these labour-saving devices one may soon learn to cut a very respectable figure at afternoon teas. Another way of going about the matter is to read the books first, then to consult the primer; which is much the same as looking up the answer to a sum in an Arithmetic book. This is scarcely to be recommended as it occasions much disappointment and irritation, and more often than not leads the student to the dismal conclusion that he is lacking in taste and discrimination.

Man is not content to live without opinions, and

rather than be at the trouble of forming them painfully, one by one, he prefers to borrow a complete equipment from someone else, which serves his purpose equally well. There is, alas! no private property in opinions. They are one of the few things a man parts with in all gladness of heart; yet one would fain see a little more scruple on the part of the recipient. A man's opinions, in art above all, should be part of himself; not like a garment to be put on and taken off as the fashion changes. There is no need for each individual to cut himself off from all outside influence, to work out in complete isolation an independent solution of all life's riddles. For brains are like flowers; they require to be fertilised by the thought-pollen of other brains before they can bring forth seed. Yet this is a very different thing from the accumulation of huge growths of conventional and traditional opinions, mere noxious weeds that clog our thoughts and choke up all the currents that might prevent stagnation. Art is essentially anarchical; it is law-abiding only when is dead.

W. M. LIGHTBODY.

Poverty in its Relation to Intemperance.

BY

ARTHUR SHERWELL, M.P.

In attempting to diagnose so complicated a social evil as that of poverty there is always a very real danger that the sense of proportion will be lost and undue emphasis be laid upon partial causes, or even upon subordinate factors which dominate the attention by the very obviousness of their existence. The economic factors in the problem are intricate and sometimes obscure, whereas the moral factors lie upon the surface of social life and appeal very powerfully in individual cases. The conjunction of poverty and intemperance is a fact of common experience, but every student of science knows that the conjunction of two evils is not of itself sufficient to establish causal relations. That the two evils are intimately related is a commonplace of observation and experience, but the extent of the relationship and its precise character are not, in the nature of things, capable of exact statement or definition. The generalisations familiar to much of the propagandist work of the temperance movement do not and cannot pretend to scientific accuracy. They are to be understood rather as emphatic statements of a relationship which in innumerable cases is so clear and direct as to be incapable of denial or doubt.

They do not rest so much upon systematic and detailed investigation as upon broad observation of personal and social life. In this respect they approximate

very closely to the generalisations concerning the connection of drink with crime. When learned judges utter *dicta* to the effect that one-half or three-fourths of the whole of crime arises from intemperance, their assertions are not to be understood as statements of fact scientifically ascertained, but rather as rough representations of the broad impression which a close acquaintance with the history of crime has produced upon their minds. Such rough snd ready statements serve a useful purpose in impressing the popular mind, and in quickening it to a sense of the seriousness of a particular evil, but they sometimes have a less desirable effect in alienating by their unscientific character the sympathies of those—a small minority, it is to be feared—who apply the scientific method to the investigation of social evils.

Such alienation did undoubtedly occur in the early history of the temperance movement, and I believe it was largely due to this fact that public opinion was so slow to let the temperance movement emerge from the atmosphere of "faddism" and fanaticism by which so many great moral and political questions at first appear to be encircled. It suffered also from the fact that it did not win until quite recently the support of the recognised leaders of the working classes in this country. These men, intimately concerned as they were with the economic causes of poverty, resented what appeared to them to be the undue and exaggerated emphasis laid by temperance reformers upon the part which intemperance plays in the creation and aggravation of poverty. The increase of knowledge in later years has happily led to larger views, and whereas in the past the temperance movement has found its chief support in moral sentiment, I believe that in the coming years it will receive powerful reinforcement in the pronouncements of economic science. It would be foolish to suggest that intemperance is the sole, or even —to speak for the moment of *direct* causes only—the preponderating cause of poverty, On the contrary, it is

unquestionable that to some extent poverty is to be regarded as an industrial disease—the result of conditions and forces over which the workers have little control; while it is hardly less certain that of the intemperance that is found in intimate conjunction with poverty, a not inconsiderable proportion must be assumed to be the effect rather than thc cause of the poverty. Sir Thomas Barlow, for example, would readily admit that a man living under insanitary conditions, breathing in with every inspiration foul or vitiated air, and suffering from a lack of sufficient nourishment, would be liable to resort more readily to the stimulus of alcohol than another man living in a more wholesome environment and able to satisfy his appetite with good and nourishing food. Similarly there can be no doubt that the deplorable frequency with which so many women belonging to the labouring classes resort to the public-house is largely explained by the not unnatural desire to find alleviation from the depressing and precarious conditions under which they live and toil. Intemperance is undoubtedly greatly stimulated by the fact that the public-house is "the shortest road out of London."

While so much must be freely admitted, it must not at the same time be overlooked that intemperance, while often an effect of poverty, is a reproductive effect, which, by demoralising the worker, still further destroys his industrial efficiency and, as a necessary consequence, seriously aggravates the problem to be solved. The helpless despair of a sober poverty is unutterably sad but it is not hopeless; a poverty that deadens despair in drink creates for the statesman an almost insoluble problem.

The part which intemperance plays in producing poverty, if incapable of exact statement, may nevertheless be approximately ascertained in two ways, first, by examining the results of those investigations of social conditions in different districts which, inaugurated many

years ago by Mr. Charles Booth, have been conducted with scientific thoroughness in various industrial districts in the United Kingdom since. Secondly, by investigating the expenditure of the working classes upon intoxicating drinks and by relating that expenditure to their average income. Mr. Charles Booth, whose *Life and Labour of the People in London* forms the most complete analysis of the facts of poverty that has yet been attempted, has done more than anyone to reduce the question under discussion to a scientific basis, and to make an ultimate decision upon it at least approximately safe. It would not be wise, as Mr. Booth himself admits, "to generalise very confidently from an analysis of this sort, unless it can be supported by other evidence." His figures have, however, statistically one great element of value. They are "representative of *all* the poor in the districts from which they are drawn, and not only of those who apply for relief."

The figures he gives relate altogether to some 4,000 cases, 1,600 of which belonged to classes A and B (the "very poor"), and 2,400 to classes C and D (the "poor").

Of the former (*i.e.*, the cases of the "very poor"):—

4 per cent. were "loafers."

14 per cent. were attributable to drink and thriftlessness.

27 per cent. were attributable to "questions of circumstance" (*i.e.*, large families, illness, etc.).

55 per cent. were attributable to "questions of employment."

Of the latter (*i.e.*, the case of the "poor"):—

13 per cent. were attributable to drink and thriftlessness.

19 per cent. were attributable to "questions of circumstance."

68 per cent. were attributable to "questions of employment."

In his comment upon the figures Mr. Booth says:

"To those who look upon drink as the source of all evil, the position it here holds as accounting for only 14 per cent. of the poverty in the East End may seem altogether insufficient; but I may remind them that it is only as principal cause that it is here considered; as contributory cause it would no doubt be connected with a much larger proportion." The latter admission is important as confirming a view that is impressing itself more and more strongly upon the minds of careful social workers, namely, that it is in their indirect and contributory influence that the drinking habits of the poor are most to be deplored. But altogether from this, the figures given are sufficiently serious, and it it is easy to see how ominously suggestive they are when applied as a test to the sum total of our national poverty. Fourteen per cent. of 4,000 families is not in itself, perhaps, an immediately arresting figure, but fourteen per cent. of the *entire poverty of the United Kingdom* presents us with really appalling facts.

The full importance of the figures becomes apparent when we remember that the existence of a large class of "poor" is a serious drag upon the economic progress of the nation. A nation's economic wealth lies in the "fitness" or "efficiency"—moral and physical—of its workers, and everything that tends to the degradation and impoverishment of the workers tends by so much to the impoverishment of the productive forces of the nation.

It would be easy if I had time to add to Mr. Charles Booth's conclusions the conclusions of other investigators whose inquiries have covered different fields. Mr. Seebohm Rowntree, in his investigations of poverty in the city of York, did not commit himself to precise figures concerning the proportion of poverty attributable directly or indirectly to drink, but in speaking of the causes of that "secondary" poverty which constitutes something like two-thirds of the entire poverty of York, he says that "there can be but little doubt that the predominant factor is drink."

A more recent investigation which I had the privilege of organising and directing in the city of Edinburgh, showed conclusively that the problem of poverty in that city was much less an economic problem than a problem of intemperate indulgence in whiskey, and although I believe the peculiar conditions obtaining in Edinburgh make that city a somewhat unfair standard by which to judge strictly industrial centres in other parts of the kingdom, the results of the investigation may fairly be accepted as suggesting the large part which intemperance, even under normal conditions, plays in producing and aggravating poverty.

I turn next to the figures of expenditure. It has been authoritatively estimated that of the total sum represented by the national drink bill at least two-thirds are spent by the working classes, who constitute approximately three-fourths of the population. That is to say, of the 160 millions annually spent on drink in the United Kingdom, some 106 millions must according to this estimate have been spent by 32 million persons, representing six and a half million families, belonging to the working classes. In other words, every working class family spent on an average last year something between £15 and £16, or some 6s. a week on alcoholic liquors, a sum which (assuming the average income of a working class family to be 35s. per week) is equal to about one-sixth of the entire family income. These figures although apparently high are supported by authoritative estimates made by special committees of the British Association and by independent observation and investigation. Some years ago Mr. Joseph Rowntree and I were at considerable pains to verify these estimates by independent investigations concerning the actual or estimated expenditure of working men in various industries in different parts of the country. The inquiry was naturally a difficult one, and would have been altogether impossible but for the assistance rendered by a large number of helpers in different centres. No

attempt was made to ascertain the *family* expenditure upon drink, the inquiry being strictly confined to the average weekly expenditure of working men *above the age of eighteen.* It is not to be assumed that the figures are in every case correct. That, it is needless to say, is impossible in an investigation of this kind, but every endeavour was made to exclude careless and unreliable returns, and the figures may certainly be accepted as an under-statement rather than an over-statement of the actual expenditure of working men in the industries referred to.

The inquiry covered 43 general trades, some of which had several branches. The total number of men reported on was nearly 12,000, but returns were rejected in the case of more than 2,000 of these where the figures gave evidence of being excessive, or were otherwise apparently unreliable. The number of men actually included in the returns was 9,613. Of these :—

1586 or 16½ per cent. were returned as abstainers.
2944 or 31 per cent. spent under 2s. per week.
2922 or 30 per cent. spent 2s. and under 5s. per week.
1459 or 15 per cent. spent 5s. and under 10s. per per week.
535 or 5½ per cent. spent 10s. and under 15s. per week.
167 or 2 per cent. spent over 15s. per week.

9613

The *average* weekly expenditure of the whole of the 9,613 men included in the above returns works out at 3s. 8½d. per head.

This average represents a *per capita* expenditure only, the inquiry being restricted to the personal expenditure (as distinct from the *family* expenditure) of working men above the age of eighteen. If to this personal expenditure

could be added that of the other members of the family, it is improbable that the result would be less than 6s. per week per family.

Such figures, it is needless to say, have only an approximate value, and are not to be pressed too far. Moreover, in attempting to apply them to individual cases it is necessary to remember that they are *average* figures based upon the expenditure of a considerable number of families. That a large proportion of the working classes spend very much less than the amount suggested is certain, but it is equally certain that a considerable number spend very much more, and when all possible deductions have been made it is doubtful if the average family expenditure of the working classes upon intoxicants can be reckoned at less than 6s. per week.

The economic seriousness of these figures, even if they are but approximately correct, can hardly be exaggerated in view of the grave social problems that still await solution, for it is important to remember that alcoholic drinks have no true or necessary relation to what is called the standard of life. That is to say, they do not belong to the category of commodities which are necessary for the real efficiency of human life. On the contrary among the lowest paid workers at least they can only be purchased at the cost of efficient necessaries.

The matter can be illustrated in a clear and definite way. Physiologists are, I believe, agreed that there is no sanitary necessity more real than the necessity of a sufficient supply of good nourishing food. The quantity and kind of food required vary according to the nature of the work to be done. Mr. Joseph Rowntree and I endeavoured to ascertain the minimum amount of nourishment required for efficiency, and the lowest cost at which that minimum could be procured. Without wearying you with the details of our investigations I may perhaps indicate the conclusion in my mind by a simple illustration. No one can suggest, for example, that the

diet of an indoor pauper in the workhouse is an extravagant diet, and yet, as Mr. Rowntree and I have elsewhere shown, it is impossible for the average unskilled worker to feed himself and his family upon even this workhouse standard so long as he spends the average of his class upon drink. It may be asked, how then do the people manage? The simplest and truest answer to that would be to say that the people do not manage and that they only try to manage by forcing down the standard of life to a level that is disastrous to social progress. The real social problem is this, that generation after generation we are perpetuating large classes of men and women whose standard of life is so low as to make them incapable of rendering to society that return in efficient service which society has the right to expect from each of its citizens.

I have already admitted that the drinking habits of the poor are often provoked by non-nutrition: that ill-nourished bodies crave the momentary stimulus which alcoholic liquors give, and that the people are thus insensibly drawn into intemperance, but this is far from being an economic justification of the expenditure. It is impossible even in such cases to overlook the fact that the money spent on alcohol would often go far, with good management, to supply the deficiency in diet. In any case, the very inadequacy of the means of subsistence makes it a matter of vital moment that there shall be a wise economy of expenditure.

I have no wish, let me repeat, to suggest that intemperance is the sole *fons et origo malorum*, but its economic effects are nevertheless such as to claim the serious attention of all who are interested in industrial progress. It is undoubtedly true that if there could be universal sobriety to-morrow the problems of poverty and of unemployment would not be instantly solved, but the point we are here concerned with is the ultimate effect which such sobriety would have in stimulating industrial progress by increasing the efficiency of the workers, as

well as by creating a greater demand for ordinary "productive" commodities. The crux of the economic position, so far as it stands related to drink expenditure, is this: that *the poor cannot afford the expenditure*, that the means of subsistence as it is are insufficient for efficiency, and that an expenditure of even 4s. 3d. a week in drink (to quote Mr. Mundella's figures for East London) is purchased at the cost of other necessary and more "productive" commodities. Commercial crises (in a normal way) are said to arise from over-production. But it may be doubted if the world has *ever* actually suffered from over-production. The radical defect in the economic situation is always one of *under-consumption*. Over-production of two million pairs of boots is not over-production while ten million people remain unshod. What is needed is to stimulate consumption, but the man who is thriftless, lazy, drunken, so far from helping consumption, stops it for himself and family. It is not only what he fails to earn, and so cannot spend, that stops consumption, but what he earns and wastefully expends; for all forms of expenditure have not the same economic value. Expenditure upon drink, for example, has not the same *reproductive* value to the community as expenditure upon clothes, food, books, etc.

There may be—there undoubtedly are—factors of gravest urgency in the problem of poverty which no proposals for temperance reform could cover or meet, but it would be folly therefore to deny to these proposals their legitimate place in the solution of the social problem. So long as the vice of intemperance remains what it is to-day, so long will the utmost efforts of the political economist be hindered and thwarted, "An economic millennium," it has been well said, "would be an epoch in which there was no waste—no waste of human lives, no ignoble sloth, no disease and decrepitude, engendered by ignorance or neglect of natural laws, no waste of useful things in vulgar, insolent vanity; above all, no waste of health,

substance, and self-respect in drunkenness and its attendant vices."

The matter is of great importance in view of the changes that have taken place in the conditions of international trade. Speaking broadly, the economic position of nations is one of food and standard of living, that is to say wherever you find a nation with a low standard of life, you will find that nation occupying a lowly position in the international struggle for commercial success. The older economic view was based upon the assumption that ill-paid (and therefore ill-nourished) labour cheapened the cost of production. We have happily emerged from that fallacy and have come to realise that in the stress of modern competition that country will win success which has amongst its members the highest average of efficiency and skill. We are thus face to face with this supreme necessity: either we must eliminate from our national life everything that hinders the full development of our people, or we must be content to fall behind in the struggle for commercial success.

ARTHUR SHERWELL.

Poverty in relation to Sweated Industries and the Minimum Wage.

BY

GEORGE SHANN, M.A.

THE evil of sweating is receiving an increasing share of attention. The nation collectively is beginning to feel its responsibility for the moral degradation and waste of human life and effort which is found in this "subterranean" region of industry. And inquiries seem to show that the number of underpaid workers, whose remuneration forbids any realisation of their distinctively human possibilities, is much larger than many well-to-do people imagine. Therefore it is worth while—as far as time will allow—to discuss the facts and theories of sweated industries.

First, to get a point from which to start, it is necessary to define what a sweated industry is. What exactly do we mean by the term that we are using? We find at the present time that there is a great deal of vagueness even in the minds of social students when they come to deal with sweated industries. Some people confine the term to what is called "sub-contracting," that is, a trade where a middle man accepts a job and then sublets it to other people and takes an undue profit, and in that way the people who actually do the work receive a "sweated" wage. This limits the sweated industries in a far too narrow way. On the other hand a very little reflection shows that in many trades where sub-contracting

obtains—for instance, the building trade in which there is a very strong trade union—the rate of wages is comparatively high. At the same time it is true, of course, that sub-contracting does induce sweating conditions.

Some twenty years ago a Select Committee of the House of Lords sat to discuss this question and obtain evidence. After an enormous amount of labour which is embodied in several large volumes, they issued a *definition*,—for it is difficult to find what other result was obtained. In this definition they laid emphasis on the question of wages, hours, and the sanitary conditions under which work is done. They said that if in any trade were found unduly low rates of pay, long hours which affected the health of the worker, or insanitary conditions,—if any or all of these conditions were found—that trade would have to be described as a "sweated industry." Of course the whole point of that definition rests on the further consideration of what is meant by unduly low rates of wages, because when we come to define that we find we are dealing with something very complex, upon which opinions by no means agree. In searching for a definition of a living wage we are looking for that at which it is very difficult to arrive. We have first to distinguish what are mere necessaries for existence and what are the necessaries for efficiency. Marshall sets out very briefly in terms of service or commodities (not in terms of money) what he considers is the standard that should be taken in considering the work of the unskilled labourers and the agricultural labourers in England. Now Marshall says that the minimum necessary for efficiency at the present time in England for the unskilled labourer or agricultural labourer means a wage that will obtain for the man and his family a well-drained dwelling with several rooms, plenty of food in the shape of bread for himself, wife and children, a little meat, a good supply of warm clothing and so on, a small amount of conventional luxuries such as tea, and a certain

amount of recreation and other things necessary for the education of the working man—newspapers and things of that kind. If we face this question in a direct way and try to interpret these necessaries in terms of money, we find ourselves in difficulties at once. Obviously the standard would have to differ in different towns. The standard would be different for London, Birmingham and Bradford, and places like York, where the conditions of poverty were investigated by Seebohm Rowntree. But if we take Marshall's standard we are bound to admit at once that throughout the United Kingdom the wages of unskilled labourers in all towns are not sufficient to supply the standard of efficiency that he sets up, During the last few weeks I have been in Bradford where wool-combing is the staple trade, and I found there that the rent ranges from 4s. 6d. to 5s. 9d. per week for the kind of house in which working people live, that is a house with downstairs a room and a scullery and upstairs two bedrooms. If you take the average family as being composed of five persons, and take it for granted that the average family is a mixed family, you can understand what that means. Such conditions absolutely prevent the minimum accommodation for decency. Wool-combing is not what is ordinarily termed a sweated industry, yet it is typical of the conditions under which the unskilled labourers live in the United Kingdom at the present time. It would be a fair statement to say that the rate of wages in unskilled labour—we are dealing with a relative term—ranges from 17s. 6d. to 22s. throughout England: and in this we are stating the rate of *wages*, not *earnings*, which is another matter, for unskilled labour generally is very irregular. During the last year that I worked in a factory I was supposed to have 22s. per week—and I may say that several other men who did the same job were married—but I found on the average that my wages for the twelve months worked out at 14s. per week. And even during the last four weeks I have heard

it stated time after time in public, and reproduced in the local press, that the average earnings of the woolcombers of Bradford, for instance, do not exceed 15s. per week. However, to meet the so called practical man, we may not accept the standard set up by economists. Suppose we take the standard set up in terms of money by Rowntree of York: without taking into consideration luxury, or recreation, sick or funeral expenses, he finds the minimum necessary wage for a family of five is 21s. 8d. As a matter of fact when you come to deal with working people, the sick and funeral expenses represent a much larger proportion of their income than of the middle class, for the lowest class of workers suffer much more from ill-health, and, as everybody knows, the average life of the working classes is much shorter than that of richer classes. So from an economic point of view there should be greater provision made for such expenses than is necessary for other classes of society. However, leaving that on one side, if we have 21s. 8d. as the minimum standard to enable an unskilled labourer and his family in a city like York to obtain the minimum necessaries for efficiency, in larger towns, such as Birmingham or London, where the rent is very much higher, the standard must be set higher. Looking at the matter, then, in the most practical way, we cannot set a standard lower than for 25s. per week for unskilled men, if, in any sense of the word, they are to have a living wage. Obviously then "an unduly low rate of wages" is one insufficient for efficiency; and starting from that point I want to say that under my definition sweating is not confined to home-work. Recently the term "the super-sweated" has been invented to describe home workers who obtain work in the worst-paid trades.

Coming more directly to the subject of poverty in relation to the sweated industries, we can approach this by a consideration of its cost to the state or

the community. When we consider the question of remedies, either for sweating or for any other evil, we are always apt to look at the expense, and naturally so, as the economic cost must always be considered. But far too seldom do we consider the real cost of the present conditions that obtain; that is why I have chosen to speak of sweating in this relation. Underpaid labour involves the health of a workman and his family. If a worker is not obtaining a wage that provides the necessaries for efficiency, it must directly affect his health; and as throughout the United Kingdom the rate of wages among large masses is far below the minimum necessary standard it must affect directly the health of the population. Another important part of the same problem is the question of children and education. We find in Birmingham, for example, in the hook and eye trade (and the same may be said of many other trades), that the children of sweated parents are often compelled to help in the work which the parents do; they have to help before they go to school, when they come home at dinner time, and when they come home at the close of the afternoon school, often working till as late as nine or ten in the evening. Thus in education we find real waste. Underfed children kept at work are altogether incapable of benefiting by the instruction placed before them. To some extent efforts are now being made for the feeding of necessitous children; but from an economic point of view we must charge the cost of such a measure to the underpaid industries which we find so prevalent at the present time. To these industries we must also charge the cost of the education that is not utilised. In a Government Report I find an expert on this matter says that in the schools of Lambeth in his opinion 90 per cent. of the children were physically unable to attend to instruction. Enquiries have also been made in Dundee, Edinburgh, Bradford, Birmingham, and in all cases it is disquieting to observe the number of children whom we

must consider from every point of view as being incapable of benefiting by the education offered to them. In Dundee it was found that among the children between twelve and thirteen years of age there was an average difference of nine pounds in weight between the child of the unskilled man and the child of the middle-class man. The same results have been found in Birmingham by comparing the children of the unskilled, sweated workers with the children of the artizan class living in the model village of Bournville. You see that this problem is not merely local, but exists in all the large centres of population throughout the country.

Another point to which attention needs to be drawn is the waste of life, the infant mortality due to overcrowding. In Birmingham in one of the wards where sweated labour is found in its worst phases the death-rate rose to 268 per thousand; that is 268 children out of a thousand died before they were twelve months old; whereas in Bournville for the same year the rate was 104.

Then comes the moral and economic question of drinking in relation to poverty. I find that Mr. Sherwell emphasized the fact that on the whole poverty causes drinking rather than drink poverty, and my experience coincides with that. Sweated people of low vitality often turn to drink as a stimulant to help them over a stress of work. Also the comfortless home has a tendency to drive a man to the public house. When the wife works in the factory, there is all the work of the home to done at the end of the day, and the children to be looked after. On Friday night, when the general cleaning takes place, it is specially to be regretted that the home is comfortless, for it is on Friday night that the man gets his money, and he stops at the public house on the way home till his wife gets the house work done and the children to bed.

The next point to call attention to in regard to sweating is its relation to infectious disease. At

last it is being realised that it is cheaper in the long run to prevent infectious disease than to provide isolation hospitals after it has broken out. At present, however, a great deal of infection is undoubtedly carried about through articles being made in places where there are germs of infection. For instance, paper bags are made in many places that are dirty and insanitary; a a great deal of clothing is also made under the same conditions. On one occasion, in Glasgow, when an epidemic of smallpox was raging I went into a house and found a woman suffering from this disease, with her face pitted. All over the room were children's pinafores, which in a few minutes would have been sent back to the workshops and then on to the shops to be sold. Thus our children have to pay a vicarious penalty for our thoughtlessness and ignorance! The money cost of sweating in this respect is very difficult to estimate, but although we cannot get even an approximate idea of it, it is undoubtedly heavy.

Another point is the relation of the sweated industries to the Poor Law and to charitable relief. In a book called "The Strength of the People," the writer in speaking of the provision of a minimum wage suggests that such a measure would at once result in driving the more inefficient sweated workers into the sphere of Poor Law and charity. But the sweated workers are already there. Numerous enquiries and reports have emphasized this fact. In personal enquiries I have found a large number of the workers were actually in receipt of Poor Law relief. Carrying such enquiries further it has been found that in all cases, without exception, these people have been subsidised in numberless ways, either by Poor Law relief or by charity. Again, we find a large percentage of these cases sent to hospitals and infirmaries. The missions in the slums dispense their gifts to these people, and no one can claim that we get anything like an adequate return in the welfare of this

class, for the money expended. Undoubtedly the result of much of the charity and Poor Law relief is to demoralise, individually and as a class, the people who receive it.

One point in regard to sweating is that through it small masters try to keep pace with the larger firms by making the sweated workers compete with machinery. The effect is not merely the demoralisation of the worker, but by such competition the economic position of the workers in the grade above is affected.

Sweated workers, then, accept a low standard of life which obviously makes industrial efficiency impossible, and that brings me to the point that, generally speaking, sweating is the greatest cause of sweating, because its conditions tend to perpetuate themselves; poverty breeds poverty.

We come next to the question of remedies: it has been suggested that we should have a Consumers' League; that people should bind themselves together, pledged only to buy goods from shops where goods are made and sold under fair conditions. Valuable as such agencies might be from an educational point of view, they are completely futile as a remedy for sweating. Modern industrial conditions are so complex that it is difficult and almost impossible to tell whether an article in all stages of its production has been produced under fair conditions. Take a suit of clothes; behind the tailor's shop may be two or three people working under good conditions, but that is a show place. Yet even assuming that the suit itself is made under proper conditions, what about the braid, the buttons, and the material,—does the latter come from Bradford, where the wool-combing is an underpaid industry? How then could a Consumers' League face a complex situation like that? We must therefore look for another remedy.

The next remedy that suggests itself to economic students is that of Trade Unions, for these tend to raise

wages and conditions of work and so on. But trade unions have little hold upon the unskilled workers of the country. The skilled man is protected by his skill, for it is impossible for the unskilled worker to replace the engineer or the bricklayer who is out on strike. On the other hand, the unskilled worker has no such protection, and trade unionism demands a certain education and foresight, which are not at present found amongst unskilled workers. When we come to deal with women these facts are emphasized. The whole trade union membership amongst unskilled women is fewer than 200,000, including the women of Lancashire, and when we come further down in the scale amongst the sweated workers, we find it practically impossible to expect this remedy to operate; the conditions demanded by trade unionism do not exist. The workers sometimes do not even know each other and for other reasons no improvement can be hoped for on that line. The women seldom do anything deliberately and of set purpose; they may join a union under special excitement, but they practically never stay in. In Birmingham during the last ten years several different unions have been organised. For instance, in the pen trade, there were at one time 600 members, but it then began to dwindle, and in the course of three or four years the union became practically extinct.

This leads me on to speak of other remedies which are rapidly becoming politics. There are two measures placed before the public, sometimes as alternative remedies, sometimes as complementary. The first deals with the registration of the workers, and refers only to the home trades, which are the worst sweated industries. It is suggested that the responsibility for the sanitary arrangements of the place in which work is done should be placed on the employer who gives the work out, on the landlord who owns the house, and on the worker who takes work home to do. It is urged that the names of all out-workers should be

registered and also their place of residence. If carried out this would mean increasing the staff of inspectors. I am in favour of this remedy so far as it goes, for it would tend to check insanitary conditions. But after all this is not attacking the problem at the root. What we have to realise is that people do not work long hours and live in dirty houses for fun. These conditions are the more or less direct result of the wages they receive. In my opinion, then, we shall be much safer if we attack insanitary conditions and long hours by raising the wages of the workers.

This brings me to the question of the regulation of wages by law, which is a controversial subject. The line of argument for the regulation of wages by law proceeds in this way. The justification of the various Factory Acts, interfering with the work of women and children, sanitary conditions, and hours, and of the Compensation Acts, is that no person has a right to use another person merely as a means to an end. If we find a master competing with others by subjecting his workers, whether men, women, or children, to conditions that are bad for their health and welfare, then we say the State has a right to step in to prevent him. Competition is eliminated along certain lines—along the lines of insanitation, and excessive hours, for instance, which prevent the proper development of the workers, and in the same way it should be prevented on the line of low wages.

I will now run rapidly through the ways in which this legislation has operated in Victoria, in Australia, and also in New Zealand.

First of all we will deal with Compulsory Arbitration in New Zealand, although in England at the present time the suggestion is rather to follow the example of Victoria. We find year after year the Trade Union Congress solidly against the idea of compulsory arbitration. They are afraid that at the hands of the Judges they will not receive fair play, and the working man seems to offer

less resistance to Wages Boards as adopted by Victoria. With regard to compulsory arbitration in New Zealand, the Arbitration Bill drafted in 1891 provides a complete scheme for adjusting labour disputes between employers or unions of employers and unions of workmen. The act takes no notice of men not legally organised. Thus while one employer is recognised as a unit on one side, only a union of workers is recognised on the other. The colony is divided up into districts, and in each of these, if asked for, a local Board of Conciliation may be set up, such boards being composed of equal numbers of employers and employed, with an impartial chairman. At the request of either party in a dispute the board has to call and examine the other parties to make up an award. When the dispute is referred to the board, strikes or lock-outs are forbidden. The board can compel the attendance of witnesses. The decision of these boards cannot be enforced by law, but in case either party fails to carry it out, the other can appeal to the Court of Arbitration, or the Conciliation Board itself can send the case to the Arbitration Court. The Court is a tribunal consisting of a Judge of the Supreme Court sitting as President, with two assessors, one selected by associations of employers, the other by federations of trade unions. The trio are appointed for three years.

It rests with the Court to say whether the award is to be enforced by law, or whether it is to be merely a recommendation to the parties concerned. If it is to have legal force, then for a breach of it either party can get an order exacting a penalty. There is no appeal from the decision of the Arbitration Court; under the Act as first passed the award did not stand for longer than two years, but it may now stand for three years.

Before either bodies of workmen or of masters can have the right to elect the Conciliation Boards or the assessors for the Arbitration Court they must register under the Act. Five workers, men or women, were

fixed in 1895 as the minimum number that could register as a union, but the minimum is now seven.

The aid of the Act has been sought to good purpose by working women. Female type-setters are now paid on the same scale as men, and women in boot factories have come under the awards. The tailoresses of Auckland gained an increase of wages estimated at 15 per cent. and the tailoresses of Wellington in 1898, in addition to other advantages, gained increases of wages running from 2s. 6d. to 5s. per week above the terms offered by the masters. Similar benefits were obtained by the workers in other places.

Now a few words as to Wages Boards. The principle of regulating wages by legislation became law in the colony of Victoria in 1896. According to Mr. W. Pember Reeves "in no other colony, at that time at any rate, could such a measure have become law, and only the courageous exposure by the Melbourne newspapers of the sweating that had been going on year after year in that city and elsewhere in Victoria, confirmed by the evidence given before the Board of Enquiry in 1893, and backed up by the agitation of the Victorian Anti-Sweating League, could have formed a public opinion ready to accept so strange and novel an experiment."

This Act, with amendments carried since, decided in the first instance that Special Boards could be appointed to fix wages and piecework rates for persons employed in making clothing or wearing apparel or furniture, or in breadmaking or baking, or in the business of a butcher or seller of meat. Then later it was carried that Special Boards could be appointed for any regular trade or process on the resolution of either House declaring such a Board desirable, but at the present time, by the Act of 1905, a resolution passed by both Houses is necessary. The boards have not less than four and not more than ten members, with an impartial chairman. Half the members are representative of employers and half of

employees. The members of these boards are paid a fee and travelling expenses. The boards have power to fix wages, either by time or piece, hours, overtime, and wages of apprentices and improvers. The validity of any decision of the boards can be questioned only before the Supreme Court. At the present time about 40 trades are regulated, though a few years ago the idea was only experimental. It is claimed that including men, women, and children, the average increase of wages throughout the colony is something like 4s. One could give numerous quotations from the Factory Inspector's Report and from other independent sources in the Colony, all emphasizing the value of this method of dealing with the question.

In England a proposed bill on similar lines was drawn up by Sir Charles Dilke. An amended bill has since been issued by the National Anti-Sweating League, proposing that the provision of boards should be made compulsory in certain trades such as tailoring, dress-making, and shirt-making, and power should be given to the Home Secretary to say to what other trades the bill should be extended, though the promoters of the bill suggest that in the first instance the extension would probably be made only to sweated industries.*

In conclusion one may refer also to moral and religious responsibilities. I would point out that at the present time the wealth of this country is increasing much more rapidly than the population is. The national dividend would allow every person as much as £1 per week. But about one-thirtieth of the population takes one-third of the national income; and about five millions of people out of 43 millions who form the population of the United Kingdom, take about half of the national income. In this matter we have a moral

* This Bill was read a second time in the House of Commons on February 21st last, and was referred to the Committee on Home-work, which is at present sitting.

responsibility, for, as we have seen, the sweated people cannot settle this question for themselves; improvement cannot spring out of themselves, even if in some cases we can show that poverty comes upon them by their own fault. It does not matter whether the poverty is primary poverty or secondary poverty, the responsibility for it rests in great measure upon the classes above. "The whole nation is the sweater."

GEORGE SHANN.

Foreign University News.

UNITED STATES OF AMERICA.

From Correspondents and by special permission from "The Michigan Alumnus," "The Yale Alumni Weekly," and "Old Penn," the organ of the University of Pennsylvania.

The Carnegie Foundation for the Advancement of Teaching.

The second report of the Carnegie Foundation for the Advancement of Teaching was made public on January 23rd. In it President Henry Smith Pritchett makes his report to the trustees and discusses from the experience of an officer of the Foundation, a large number of important university and college questions. During the year three institutions were accepted as sharers in the retiring allowance system: Dickinson College, Randolph-Macon Woman's College, and Bates College. Forty-three more have been considered, of which several will probably be admitted next year. There are now 148 recipients of the Carnegie retiring allowance, of whom 133 are professors and 15 are widows of professors. Since the inauguration of the Foundation, that is, from September, 1905, to September, 1907, grants have been made to 166 persons for a total of $234,660 a year. Of this sum, $146,150 went to the accepted institutions and $88,510 to individuals. On October 1st, 1907, there were 148 living recipients, receiving $202,145 a year, distributed among 84 institutions. Fourteen colleges on the list had not presented a professor for retirement.

The report of the Treasurer, Mr. Thomas M. Carnegie, shows the original endowment of $10,000,000, worth to date $10,542,669. The fund and accumulations now amount to $10,719,486. From July 1, 1906, to September 30, 1907, retiring allowances to professors, officers and widows of accepted institutions amounted to $102,216, and in other institutions, $56,673. The total income for the fifteen months on which the report is based was $644,031, the expenditures (including allowances), $198,797. This leaves $445,234 to be applied to the accumulations, to which $272,740 had already been added up to June 30th, 1906.

A Yale View of English University Athletics.

"An English university contest, at least in some forms of athletics, is by no means so spectacular as similar contests in America. According to report, the behaviour of all concerned is in decided and not unpleasing contrast to the American fashion in such affairs. An observer, speaking of the annual cricket match of Oxford and Cambridge, says that complete reciprocity in good feeling was noticeable among both players and spectators. Graduates and former players of the universities mingled freely. Partizan yells of delight at points gained by either side were lacking. There were no cheering sections, no snake dances led by bands of music, no placards with profane expressions of ultra-partizan feeling. The entire affair was of so friendly and social a nature that the sting of defeat was greatly lessened to the losers. . . . One is tempted to inquire what causes this admirable feeling between the great English universities, as compared with that existing between similar institutions in America. Is there a constitutional, perhaps we should say a temperamental, difference between English and American collegians? Or is it a plain case of evolution? As English students have contended in athletics much longer than ours, it seems natural to conclude that they have passed the effervescent stage, and now strive with one another for the strife's sake as well as for victory. On the whole, it strikes one as the nobler way, and worthy of imitation, in due time, by American collegians."

Michigan.

Registration figures taken from the books of the Secretary of the University show a gain of 293 over those enrolled a year ago. The comparative figures as given by Secretary Wade follow: —

Department	*1906*	*1907*	*Gain*
Literary	1617	1744	127
Engineering	1197	1324	127
Medical	346	361	15
Law	744	748	4
Dental	168	170	2
Pharmacy	92	95	3
Homœopathic	69	84	15
	4233	4526	293

These figures, however, are not entirely accurate, inasmuch as they do not take account of subsequent withdrawals, changes from one department to another, and double registrations for various reasons,—which necessitate a deduction of from 30 to 40 from the figures given. The total gain, nevertheless, is sufficiently noteworthy, especially since the same figures given for October 22 last year, show a gain of but 88 students, while in 1904–05 the gain was 409 altogether. These figures show conclusively, however, that with the addition of the new students in the Summer School—those who do not enroll during the regular sessions,—and with the additional registrations during the second semester, the attendance at the University will pass the 5,000 mark. The official total for last year, according to the University calendar was 4,746 students in all departments. The greatest gains are in the Literary and Engineering Departments, both of which show an absolute increase over last year. The Literary Department gained 62 in 1905–6, and 101 a year ago; although these figures were of course taken somewhat earlier in the year. The falling off last year in the Engineering enrollment of 42 from 181 in 1905, is partially regained with 127 this year. The Law Department, which fell off 116 last year, shows an actual increase of but four, although the Freshman law class is larger by over 100 students than that of last year. The Homœopathic Medical Department is shown to have regained the students it lost in last year's report.

While the official calendar of the University announces but seven departments of study in the University, there are, in reality, eight, if the University School for Nurses be counted. The attendance in this school is almost as great as that in the departments of homœopathy and pharmacy. This course in the hospital is offered to women desiring to become professional nurses and consists of practical and theoretical instruction extending over a period of three years. All pupils must serve the full term and no certificate of partial completion of the work is given, nor is any credit given for work done in other training schools.

Pennsylvania.

The second annual report of George L. Harrison, junior, Treasurer of the Pennsylvania Alumni Fund, has been received. The contributions for the year 1907 were in excess of those of 1906, and are to be applied to the Dormitory Building Fund.

The report says in part: "Not only do the dormitories foster Pennsylvania spirit and attract more students, but the rents received from them are a constant source of income to the general fund of the University. It is to be hoped that every class agent and alumnus will help with this great work. The Provost and trustees of the University of Pennsylvania feel that if the dormitory accommodations could be doubled, every room would be taken." The movement was instituted in recognition of the fact that many who are unable to give largely would gladly contribute a little to the University, and the result has been gratifying. It has added already $5,000 to the University, $1,119 to Memorial Funds, and the movement is still in its infancy. Classes which contributed for the first time include three College, nine Medical and two Law. Industrial contributors numbered 453, an increase of 48 for the year. College classes contributed a little less, Medical classes and Law classes increased their subscriptions materially.

The Wharton School of Finance and Commerce.

"Business as a vocation has now reached a point of development which calls for a training fully equal to that of any profession. The day has gone by when a young man who had failed in other callings would, as a matter of course, turn to "Business" as the only remaining career. The "cast-offs" and "left-overs" have as little chance of real success in this field as in any other. Business is demanding its full share of the select, chosen, trained, human material of our country. It is to the selection and training of these men that the Wharton School is dedicated. Furthermore, the importance of what may be styled the public callings or careers grows with each decade. The law, the public service, the management of great philanthropic and civic movements—all of these public vocations now presuppose a more thorough preparation, on the part of those entering them, than ever before. A great university can render no more important service to the community than the training of the men who are to enter these public careers.

Mr. Joseph Wharton in his generous deed of gift founding the Wharton School in 1881, expressed the desire that the School should offer facilities for obtaining: First, "An adequate education in the principles underlying successful civil government." Second, "A training suitable for those who intend to engage in business or to undertake the management of property." With

this ideal constantly before it, the Wharton School has steadily grown and developed in answer to the needs of the community.

The fundamental thought at the basis of its teaching is Efficiency. Its work is to prepare men for commerce, finance, industry and the public service just as a technical school prepares its students for engineering or chemistry. And as the graduates of these technical schools have gradually revolutionized the professions which they entered, so it is now the province of the Wharton School to train men who shall be the leaders in their chosen fields. Being the first University department of its kind to be organized, the Wharton School is admittedly the model upon which numerous other schools have been established. The great Universities of Wisconsin, Michigan, Illinois, California, Chicago, Ohio and many other smaller institutions, have since founded schools of commerce following the precedent set at Pennsylvania, and the success of these new departures has demonstrated to the satisfaction of the institutions concerned that they are responding to an important public need. Some of the largest Eastern colleges have also introduced new studies in this field and are considering the establishment of schools of commerce. A large number of similar schools and departments have also been organized in England, on the Continent and in Australia, and inquiries concerning the plan of work and organization of this branch of our University have been received from every large country in the world. Numbers are not the test of success, yet it is most satisfactory to know that the Wharton School is not only the first, but also the largest American University School of Finance and Commerce. In the number of courses offered and of students taking these courses, it has grown steadily and with inspiring progress from year to year. The courses offered have been divided into several groups, preparatory to the following vocations: Transportation and Commerce, Banking and Finance, Insurance, Manufacturing Industry, Brokerage, Accountancy. Secretarial Work, Social and Civic Work, the Law and the Public Service.

In 1904 the School was reorganized and given a more independent management under a Director and a Faculty of its own. Since that time the enrollment has increased over 120 per cent., and this year reached 420 students. Not only in numbers, but also in prestige, the School has proved an important factor. Its graduates have entered business, the law and the public service, with marked success and have taken a leading part in introducing and teaching commercial depart-

ments at other universities. It is the further aim of those who are now working to build up the department that the expression, "a Wharton School man," shall be known throughout the country as a synonym for efficiency and purposeful culture."

Yale.

The final correct registration figures for the University for 1907–8, have just been issued. There are now 474 professors and officers of instruction in all departments, an increase of 34 over last year. There are 116 full professors and higher officers and 55 assistant professors, an increase of 4 in each group over last year's figures. The enrollment of students in the Academic Department is 1,315, a decrease of 36. Sheffield numbers 948, an increase of 53 over last year's figures and high water mark in numbers for this department. The only other important change from last year's figures is in the Law School, where an increase of 45 men enrolled brings the registration for the School to 339. The Graduate School numbers 257, as compared with 260 last year. The total University registration is 3,306, an increase of 59 over the total registration at this time last year.

The Sheffield Scientific School will continue during the coming year its evening courses for the mechanics of the city; which courses will be open to such persons as may wish to take advantage of the opportunity, and who are qualified to undertake the work in question. The courses to be offered are mechanical drawing, machine design, practical electricity and practical mechanics, including practical work in steam and steam engines. Each of these courses will consist of twenty exercises, covering a period of ten weeks.

The Universities.

CAMBRIDGE.

University News and Notes.

The Council of the Senate have reported that they are of opinion that the University should hold a Darwin celebration in the course of the year 1909. They venture to remind the Senate that Charles Darwin was born on February 12th, 1809; and that "The Origin of Species" was published on November 24th, 1859. The 100th anniversary of the former event, and the 50th anniversary of the latter will, therefore, fall in the course of the year 1909. The Council do not think it advisable, so long beforehand, to enter into any details; but they suggest that representatives of Universities and other learned bodies, together with distinguished individuals, should receive invitations to visit the University on the occasion. Should this report be confirmed by the Senate, the Council will appoint a committee to consider the details of the proposed celebration. The committee will be instructed to prepare an estimate of the probable cost, to be subsequently approved by grace of the Senate. The week beginning June 20th, 1909, appears to the Council to be the most suitable time for the celebration.

The Council of the Senate report to the Senate that they have had under their consideration the question whether it is desirable to provide by statute that the office of professor shall not as a rule be tenable with the office of reader. There are certain cases in which, for special reasons, it may not be undesirable that the two offices should be held together. Thus, in December, 1906, the Senate deliberately decided that the office of Brereton Reader in Classics should be held concurrently with the office of Disney Professor of Archæology. The Council are of opinion that it is desirable that the Senate should retain the power of combining the offices when they think fit to do so, but they are also of opinion that, except in cases in which this power is deliberately exercised, the offices should not be held

together. They are similarly of opinion that two professorships or two readerships should not be held concurrently, and that neither the office of professor nor the office of reader should be held concurrently with the office of University lecturer. They have accordingly recommended certain alterations which will amend the statutes in the direction indicated.

Two graces will be offered to the Senate at the Congregation on Thursday, February 13th; the first gratefully accepts the generous offer of the Drapers' Company to contribute a sum of £200 a year until 1919 towards the stipend of a second professorship in the Department of Agriculture; and the second establishes in the University a professorship of agricultural botany.

The Smith's prizes have been adjudged as follows:—W. J. Harrison, B.A., Clare College, for his essay, "Problems in the Wave-Motion of Viscous Liquids"; J. E. Littlewood, B.A., Trinity College, for his essay "On the Asymptotic Behaviour of Integral Functions of Zero Order, and Allied Problems"; J. Mercer, B.A., Trinity College, for his essay, "On the Solution of Ordinary Linear Differential Equations Having Doubly Periodic Co-efficients." These names are arranged in alphabetical order.

The Special Board for Biology and Geology report that the Gordon Wigan income for biology and geology has been applied during 1907 as follows:—(*a*) A grant of £50 a year to Dr. D. Sharp for a period of three years (1907—1909), or such part of it during which he holds the Curatorship in Zoology; (*b*) a grant of £50 for one year (1907) to Professor Seward to enable the Botanic Gardens Syndicate to offer greater facilities for plant-breeding experiments; (*c*) a grant of £50 out of the income for 1907 to Professor Hughes to enable Mr. E. A. N. Arber, of Trinity College, to continue his researches into the stratigraphical and geographical distribution of fossil plants.

The first M.B. examination is now held twice in the year, in June and December. It is proposed to hold a third examination at the beginning of the Michaelmas term, and it is suggested that the examination shall begin on the Tuesday or Friday (which shall first happen) after October 2nd.

J. S. Gardiner, M.A., of Gonville and Caius Colleeg, has been reappointed demonstrator in animal morphology for five years as from October 1st, 1907, and the appointment has been approved by the Special Board for Biology and Geology.

The Special Board for Biology and Geology have nominated

J. C. Simpson, advanced student, of Emmanuel College, to occupy the University table at the laboratory of the Marine Biological Association at Plymouth for one month during the ensuing Easter vacation.

At a meeting of the governing body of Downing College, held on January 25th, the following were elected honorary Fellows:—Sir Herbert Isambard Owen, F.R.C.P., senior Deputy-Chancellor of the University of Wales, and Principal, Armstrong College, Newcastle-on-Tyne; the Rev. Thomas Joseph Lawrence, LL.D., formerly Fellow and tutor, and author of treatises on international law; the Hon. William Philip Schreiner, C.M.G., K.C., formerly Fellow, and late Prime Minister of Cape Colony.

It has been decided to substitute for the members of the Senate a board for the election of the University Librarian.

Mr. J. G. Frazer, of Trinity College, has been nominated to represent the University at the third international congress for the history of religions to be held at Oxford in September, 1908.

The following have been nominated auditors of the University accounts for the year ending December 31st, 1907:—Mr. W. W. Rouse Ball, Trinity College; Mr. W. H. Macaulay, King's College; and Mr. W. M. Coates, Queens' College.

It is proposed to appoint a syndicate, consisting of the Vice-Chancellor, Professor Seward, Professor Wood, Mr. C. Bidwell, Trinity College; Mr. J. B. Lock, Gonville and Caius College; Mr. C. E. Grant, King's College; Mr. A. E. Shipley, Christ's College; Mr. T. H. Middleton, St. John's College; and Mr. D. H. S. Cranage, King's College, to consider the steps to be taken for the erection of a building for the Department of Agriculture on the Downing site. The syndicate is to have power to consult an architect and to obtain plans and estimates.

LEEDS.

Mr. Victor Cavendish, M.P., entertained by the Court.

The Right Hon. Victor Cavendish, M.P., was the chief guest of the evening at the annual Court dinner held last month in the Hall of the University. The Pro-Chancellor, Mr. Arthur G. Lupton, presided over a numerous and influential gathering, assembled in honour of this distinguished representative of the house of Cavendish. The attendance included amongst others

Sir Hugh Bell, Bart. (Lord-Lieutenant of the North Riding), Sir Francis S. Powell, Bart., M.P. (Treasurer of the University), the Lord Mayors of Leeds, York, and Bradford, the Vice-Chancellor, Dr. N. Bodington, the Hon. Edward F. L. Wood, Mr. R. H. Barran, M.P., Mr. R. Armitage, M.P., and Mayors of various Yorkshire boroughs.

In his opening observations, the Chairman recalled that in 1875 the late Duke of Devonshire presided over the inaugural meeting of the Yorkshire College, and it was largely owing to the beneficence of the late Duke in coming forward with one of five subscriptions of £5,000 each that the College came into being. Moreover, as showing the connexion of the Cavendish family with the institution, the Pro-Chancellor mentioned that when the foundation stone was laid Lord Frederick Cavendish was President of the College. He was, however, unable to attend the function, and his place was taken by Lord Edward Cavendish, the father of the present guest. Again, when the University was founded, Lady Frederick Cavendish was the first to receive a degree, and a degree was conferred upon the Duke of Devonshire at the same time.

Mr. Victor Cavendish, M.P., in proposing the toast of "The University of Leeds," remarked that he had spent the whole of the previous day in the company of the professorial staff in going over the University and seeing the immense amount of work that was being done in it. He had been struck with the varied character of the studies that were being pursued; in fact, he was told by the Vice-Chancellor that there was scarcely any subject outside the bounds of the University course of work, except theology. In accepting the invitation of the Court, he had been desirous of showing that another generation of his family was anxious to identify itself with the great work that was being carried on within the walls of the University. Moreover, he felt an interest that everyone must feel, that in this movement they were taking a great step forward, and were doing much which would have a far-reaching effect and a great bearing on the future of the country and on the Empire, and the world at large.

There was absolute necessity that efforts should be made to meet the new aim and new requirements of the age. Those who took an active part in the new condition of affairs were wise in so fully and so early recognizing the sound training and the extension of knowledge. More than this, great research work must be carried on in this locality where its application would

be of the greatest use, and although the movement was still somewhat in its infancy future generations would owe a very great debt of gratitude to those enlightened citizens and others who had done so much to help it forward. He thought it must be of immense value and assistance not only to those who had invested their capital and given the best years of their life to the development of our great institutions and industries, but to those who had to work out the system, that they had been able to make themselves so thoroughly well acquainted with the theory as well as the practice of the work.

What he had seen in the departments of the University, he proceeded, was sufficient to show that the work done, important as it was, was by no means the limit of what could be accomplished. A University which was deeply rooted in the life of the county, and which drew its breath from the needs and aspirations of the county, was bound to have a great future before it. It might possibly lack that atmosphere of romance which characterized some of our older institutions, but undoubtedly it gained by its freedom, and its possibility for expansion and for experiment. More than that—they must inevitably find that where there was a life closely connected with success as a University there was bound to be a tradition following in its trail. Already, to-day, we found that in every part of the world there were men and women able to look back with pride and satisfaction upon the time spent here—a time they would never regret. And the more they continued the work, the greater the traditions of the University were bound to be. The word finality, he urged, should be struck out of their vocabulary.

He felt confident that under the present management and auspices the University would go on and prosper. The more the institution could show the value of its work, the more every section of the community would feel itself repaid for any sacrifice made to support it. "I ask you," said Mr. Victor Cavendish, in conclusion, "to drink to the success of the University of Leeds, not merely as an institution of a great city, nor as one connected with a great county, but because of the feeling that in its future and prosperity every man and woman of the Empire has reason to be gratified for the work it is doing to-day."

The Vice-Chancellor, Dr. N. Bodington, responding to the toast, called to mind a function similar to this which took place thirty-three years ago, when the Chairman was Lord Frederick

Cavendish. On that occasion the proposer of the toast corresponding to the one which had just been submitted was Mr. W. E. Foster, who expressed the hope that the institution then known as the Yorkshire College would in time develop into a University. And now a nephew of Lord Frederick Cavendish had come here not only to see, but by an eloquent speech, to help forward the fruition of that hope—a hope which had been fulfilled more quickly and more fully than even the most sanguine anticipated thirty-three years ago. Answering the question: "Is the University doing the work that was expected of it?" Dr. Bodington said it was. The work being done was now as good and as effective as it had ever been. He desired to labour that point a little, because from the annual report just issued it would appear that the number of students was not so great as it had been. That was an obvious sort of test which any one might apply, but it was scarcely a fair one to the University. The quality of the students should count as well, and any slight shrinkage that had taken place had been on the elementary side of the University. He confessed he did not regret that fact, for institutions like this had had a great deal more elementary work to do than was good for them. Whilst the elementary students had fallen off, the honours students—the very flower of the flock—had risen in number in the most striking way. For instance, in the corresponding period two years ago, the University had 69 students taking the various honours courses, the number was now 107—the increase having been principally in the Faculty of Arts.

But, after all, a University was not only a place for imparting knowledge; it was a place for advancing knowledge. It was not only a home for teaching; it was bound, if it was to fulfil its mission at all, to be a home of research work as well. In this department of its work the University was doing more than it had done in any previous period of its history—owing largely to the support which was accorded to it locally, and by special grants received from the Imperial Exchequer. An interesting feature of the new session, too, was the influx of students from the East. "We welcome them all," said Dr. Bodington, "and especially those who have lived under the same flag, and who owe allegiance to the same Sovereign as ourselves." For the first time the University had received this session a very large number of students from India, and he ventured to think that a real consolidation of the Empire was going on when an interchange of intellectual products in

differents parts of the Empire was taking place. For if their gathering ground was wide, so also was their distributing ground. India, Persia, Khartoum, Kassala, Chicago, and the Argentine Republic had also been enriched by men who passed their student days within the walls of this University. In conclusion, he appealed for extended support of the University. It was bound to grow in size and importance as the years went on, for the University which thought itself at the stage of finality was not living—it was moribund.

Resignation of Professor Clapham.

Professor Clapham, who occupies the Chair of Economics at the University, is resigning his post at the close of the session, having been appointed to succeed Mr. Oscar Browning as Lecturer in History and Economics at King's College, Cambridge. Professor Clapham came to Leeds in 1902 to take charge of a new department of the Yorkshire College as Professor of Economics, and he has specialised chiefly in high commercial work. On the establishment of the University, in 1904, he was appointed to the Chair of Economics. As a lecturer on railway economics, banking, and local commercial and industrial conditions he has become a well-known figure in the West Riding. Quite recently he published an admirable book on the woollen and worsted industries, and he has also contributed chapters on economics to the Cambridge Modern History. He is now returning to his old College, of which he is a Fellow, and will have general supervision of history and economic studies. Before coming to Leeds he was assistant to Professor Alfred Marshall, the well-known economist. He will leave behind him a record of good work in stimulating an interest in economic studies in their special application to local conditions.

LIVERPOOL.

The International Student Missionary Congress.

Nearly two thousand student delegates from universities and colleges all over the world attended the International Student Missionary Congress, which was held in Liverpool from January 2nd to 7th. A number of important addresses were given on various aspects of missionary work and on the present situation in the mission field. Many sectional meetings of student volunteers, of foreign delegates, and of missionary society secretaries and others were held.

The report of the Student Volunteer Missionary Union (which promotes this world's conference every four years) recorded that from the first Liverpool Conference in 1896 to the next conference in 1900 they had 648 students enrolled in the Union. In the next four years they had 499 recruits, and from the Edinburgh Conference of 1904 to last year they enrolled 669 volunteer missionaries. The total number of student volunteers since the foundation of the movement in 1892 had been 2,929, and of these 1,287 (978 men and 308 women) had sailed for the foreign mission field, 454 (322 and 132) are in college, 358 (185 and 173) in further preparation, 154 (98 and 56) temporarily hindered, 210 (164 and 46) permanently hindered, 255 (186 and 69) withdrawn, 97 (83 and 14) awaiting classification, 87 (67 and 20) missing, and 27 (19 and 8) died before sailing. The Executive rejoiced at the increasing efficiency of missionary studies, and expressed gratification at the success which had attended their efforts to extend the interest in mission work outside the colleges as well as among the students themselves. The Union had been well represented at the Tokio Conference of the World's Student Christian Federation, and it was gratifying to observe that the general attitude now of British students towards other nations was characterized by deeper sympathy and better understanding. The report emphasized the need for more foreign missionaries and the demand for a far larger proportion of students to devote their lives to the work.

University Notes.

The Council have appointed Mr. W. Farrer to the post of Reader in Local History, specially instituted in recognition of his scholarship. Mr. Farrer is a recognized authority on local history. He has been engaged of late years in editing, and to a large extent writing the first two volumes of the Victoria History of the County of Lancaster, which is to be completed in seven volumes.

The Council have elected Dr. W. Carter, for many years Professor of Materia Medica and Therapeutics, a Professor Emeritus, in recognition of his long and useful services to the University College and the University.

The Council have passed a resolution of thanks to the King for his gift of a plaster cast of his horse Persimmon to the veterinary department.

LONDON.

The Work of the University Extension Board.

The annual report of the University Extension Board on the work of last session (1906–7) has been published. The number of courses delivered was 172, the number of entries 13,803, the average attendance at classes 5,541, the average number of weekly papers 1,559, and the number of certificates awarded 1,100. Successful endeavours are being made to interest Londoners in the history and architecture of London, and also in sociology and local government. Over 1,000 workmen attended the artisan course by Professor Masterman in Westminster Abbey last summer. The Government have agreed that Westminster Hall shall be used for similar lectures this summer, when an audience of from 2,000 to 3,000 artisans is anticipated. A new development in extension work is the course of continuous study in the humanities, extending over five years, for the Chancellor's certificate.

The scheme of study in the department of history which the Board has drawn up is designed to present a broad view of history in its largest aspects, with literature and art, so as to give a comprehensive presentation of the life of the people and of the forces moulding nations and communities; in other words, the Board wish to encourage such a study of the progress of European civilization as will make a suitable background for an intelligent and fruitful study of modern history, literature, and art. The course of work is so arranged that those untrained in classical literature and foreign languages, and able only to give a limited time in the evenings to study, may profit by it.

The complete course of work extends over four or five years, and involves attendance at five sessional courses, including a lecture and a class in each week. This is the *minimum* attendance, but it is hoped that, in addition, most students will attend either another concurrent sessional course or a series of tutorial classes of supplementary lectures for the purpose of making a more detailed study of some period of the history or of some masterpieces of the literature or art illustrative of and supplementary to the general course of lectures. In addition to the attendance at lectures and classes, the students are required to undertake a definite course of private reading, and to submit to the lecturer regular paper-work, either in the form of essays or

answers to questions. Three sessions are devoted to the general study, and the work divides itself into approximately a session each for ancient, mediæval, and modern times. The student is also required to undertake a session's work in the fundamental principals of evidence and reasoning, which may be either carried on concurrently with the history work in one of the three sessions or may be taken independently in another session. Each sessional course is divided either into two terminal courses of 12 lectures each or into three terminal courses, one in the Michaelmas term and one in the Lent term, each of ten lectures, and a short course in the Summer term of five lectures. Either two terminal or a single sessional examination is held, and sessional certificates are awarded by the University. A student who obtains four sessional certificates, three in the humanities course of work and one in the principles of evidence and reasoning, will be qualified to receive the Vice-Chancellor's certificate.

Having completed the work for the Vice-Chancellor's certificate, the student will then be eligible to undertake a further session's work by attending an approved course of study as required by the regulations. The course of work will be tested at the end of that session by an examination which will include three papers. The student will then (if he has submitted evidence of sufficient preliminary training to profit by the course of study) receive the new Chancellor's University Extension certificate, which will be presented to him by the Chancellor on Presentation Day. Students may obtain terminal certificates in connexion with each term's work, and sessional certificates in connexion with each session's work, even if they do not complete the four sessions' work required for the Vice-Chancellor's certificate or the five sessions' work for the Chancellor's University Extension certificate.

University Notes.

The Skinners Company have made a grant of 250 guineas towards the reduction of the debt on King's College School in connexion with the proposed incorporation of King's College with the University of London.

A valuable donation has been received from the Worshipful Company of Goldsmiths of a collection of economic books and tracts, Acts of Parliament, broadsides and proclamations, purchased at the sale of the library of the Earl of Sheffield in November, 1907. A list is issued with the current number of the *London University Gazette*.

King's College.

The annual Report of the Council of King's College has been published. It refers to the Report on the quinquennial inspection of University Colleges on behalf of the Treasury. Few changes have been made in the grants of the previous year, and £7.800 has been allotted to King's College as before; all the grants are, however, for two years only, when a fresh allocation will be made. The Report of the Inspectors states that "since the date of our previous inspection the College has made considerable progress and important changes in many particulars." The Council's Report records a large increase in the number of graduates during the year. Degrees have been awarded to 56 students, while 107 passed the Intermediate Examinations. More students are reading for higher degrees, and the amount of research and advanced work is extending. It is satisfactory to note that the number of students who enter as Internal Students of the University continues to increase. The total number of students attending the College amounted to 2,593, while in the two schools and other departments there were 3,620 pupils. The Evening Class Department has been reorganised, and the staff strengthened; there are full Courses in Arts and Science, and Classes in Engineering, affording every opportunity to students who are unable to attend Day Classes to work for University Degrees.

The Classes for Teachers carried on in conjunction with the London County Council continue to be very largely attended, and prove of great value to the students. Some further accommodation has been provided for certain departments, and a considerable sum has been spent in renewing and adding to the equipment of the laboratories.

Few changes have occurred in the staff. The chief was that of Miss Faithfull, who resigned her post as Vice-Principal of the Women's Department on her appointment as Principal of the Ladies' College, Cheltenham. She has been succeeded by Miss Hilda D. Oakeley, who brings a distinguished record of previous work. Prof. Sir Robert Kennaway Douglas resigned the Chair of Chinese after thirty-four years' service, and is succeeded by Professor Sir Walter Hillier.

The Scheme for the Incorporation of the College in the University of London has reached a further stage, and the draft of the Bill has been agreed upon. The appeal for Funds has been issued, and some £21,000 has been raised, including £5,000

each from the Goldsmiths', the Clothworkers' and the Drapers' Companies.

The following have been re-elected members of the Council: Sir John A. Cockburn, The Marquis of Salisbury, Sir Joseph Savory, The Bishop of St. Albans, Sir A. K. Rollit, Sir Owen Roberts.

MANCHESTER.

University News and Notes.

The Council has appointed Professor Ronald M. Burrows, M.A., of Christ Church, Oxford, now Professor of Greek at University College, Cardiff, to the vacant chair of Greek in the University. Professor Burrows took a first-class in classical moderations and in the final school of *Lit. Hum.* In 1891 Mr. Burrows was appointed assistant to the Professor of Greek in the University of Glasgow, and he retained that post until his appointment to the chair of Greek in University College, Cardiff, in 1900. He is a member of the editorial committee of the *Classical Review* and was one of the original members of the Classical Association. From time to time Professor Burrows has conducted topographical and archæological researches in Greece, the results of which have appeared in articles contributed to the *Journal of Hellenic Studies* and other periodicals. Last April his "Discoveries in Crete" was published, in which he gave an account of the important researches recently carried out in the island.

Dr. Thompson has tendered his resignation as treasurer of the University. Dr. Thompson has occupied the position since Owens College was merged in the University in 1904, and before then had acted as treasurer of Owens College for 17 years. Mr. E. J. Broadfield has been elected treasurer and Mr. H. Woolley deputy-treasurer.

The Treasury has again made a special grant of £1,200 for this year for the promotion of research and other special purposes of the University.

A feature of the present term at the Manchester University is the prominence which is being given to subjects of a sociological character in the courses of Extension and Popular Lectures. Among the recent developments of the Workers' Educational Association is a strong movement to secure the extension of University teaching amongst its members. The

Manchester University has already shown its interest in the movement and its goodwill towards the Association by giving practical assistance in the arrangement of courses of Extension Lectures to branches in towns near Manchester, and now an arrangement has been made with the Manchester Branch for a course on Wage-Problems, as being likely to interest students concerned with problems of economics. Professor Chapman is delivering three lectures on Employment and Unemployment, Combination, and Wages Boards and Courts. Mr. H. O. Meredith, M.A., is lecturing on the general principles affecting Wages, and the effect of the Competition of Women and of Alien Immigrants. As an introduction to the course, Professor M. E. Sadler gave a lecture on the evening of January 15th, on "Education and Unemployment." On February 10th Mr. W. J. Ashley, M.A., Dean of the Faculty of Commerce in the University of Birmingham, and well known for his indispensable "Economic History," will deliver a lecture on "Some recent Industrial Developments."

Councillor Pennington, of the Manchester City Council, is delivering a course of six free public lectures, dealing with "Manchester as a type of City Government," for which the use of the Chemical Theatre has been granted. The practical value of the course should be increased by a number of lantern slides which will be used to illustrate the lectures. The first lecture was given on January 16th.

The late Thomas Warburton, of Manchester, made a bequest to the University to be used for promoting and encouraging the study of the best methods of Local Government and the law relating thereto. Part of the income arising from the bequest has been set aside by the University for the promotion of public lectures. The Monday Popular Lectures on February 17th and 24th, arranged by the University under the Warburton Trust, are likely to be of great value to anyone concerned with City Government or in any way interested in questions of citizenship. Mr. Sidney Webb, LL.B., has undertaken to deliver the two lectures, and has chosen as his subject the "Government of Manchester." The choice of Mr. Webb as lecturer is a very fortunate one, combining as he does a wide knowledge of sociological subjects with practical administrative experience in the work of the London County Council. The problems of city government in London and Manchester may be different and may require different treatment for solution, but the observation and suggestions of an acute critic who is versed in the

theory and practice of municipal government, and yet looks at the problem in Manchester from the outside, cannot fail to be a valuable contribution to the consideration of the subject.

The following Monday Popular Lectures arranged by the University have been given: "Russian Characteristics," by Dr. Sedgefield, Lecturer in Russian and in English Language in the University, on January 20th; "Coleridge and Wordsworth," by Mr. Oliver Elton, M.A., Professor of English Literature in the University of Liverpool, on January 27th; and "The Chemistry of Flame," by Dr. H. B. Dixon, Professor of Chemistry in the University, on February 3rd.

Alderman Sir James Hoy, LL.D., has been re-appointed by the City of Manchester a member of the Court of Governors of the University; and Councillor George Hesketh, J.P., Chairman of the Bolton Education Committee, has been re-appointed by the County Borough of Bolton a member of the Court of Governors.

The Council has elected Professor William Stirling, M.D., D.Sc., LL.D., Dean of the Faculty of Medicine, a pro-Vice-Chancellor of the University.

The Treasury Grant.

A communication has been received from the Lords Commissioners of His Majesty's Treasury intimating that to remove any uncertainty which may prevail in regard to the arrangements of the University during the current Session, a special grant of the same amount as that paid before the proposed reduction, viz., £12,000, will be made to the University for the current year. The question of the future distribution of the Treasury grant is left open for decision after the Chancellor of the Exchequer has consulted the Advisory Committee which deals with grants to Universities and Colleges. The Council has passed a resolution expressing the hearty thanks to those who supported the movement for obtaining a reconsideration of the grant.

The New Union Buildings.

The foundations of the Union New Buildings are laid, the superstructure is growing apace and there is every prospect of a speedy completion. The premises will be ready for occupation early in 1909. The ever-increasing number of women-students has necessitated careful consideration of their just

demands, and the present joint scheme of a Men's Union, a Women's Union, and a Refectory housed in one block of buildings is the result. The two Unions will be self-contained, *i.e.*, they will have separate entrances, separate staffs, separate reading-rooms, debating-halls, and writing-rooms, but the Refectory, built by the University, will be common to all members of the University. Thus the men-students, women-students, and University Staff will have the opportunity of dining together each day in one large hall on premises belonging to the University. The question of catering is a very important one; two alternative schemes are under consideration: (1) the University to do its own catering as in the past; (2) to sub-let the catering to a city firm, charging them rental for rooms, goodwill, and appliances. The solution of this problem rests finally with the University authorities. A joint library scheme for the two Unions is also under discussion, but up to the present nothing has been decided. Such a joint scheme would certainly be cheaper, but there are certain difficulties in management which seem to stand in the way. On the occasion of inter-union debates, or other functions of a joint character, arrangements are being made for free passage, other than *viâ* the Refectory, to exist between the premises of the men and women. In addition to the accommodation described above, the Men's Union will contain a bicycle shed, changing rooms, committee rooms, a games' room, a smoke room, and a billiard room with four tables.

Unfortunately such excellent provision is very expensive, and of the £11,500 required only £7,700 has been subscribed, thus leaving a deficit of £3,800. Such a large deficit, if left as a debt on the new buildings, would mean a serious curtailment of those liberties now enjoyed by the students in the management and control of their Union. With the exception of about £500 the whole of the money already subscribed has been collected by members of the New Building Fund Committee from people having little if any connexion with the students of the University. At last an *impasse* has been reached; the fund has undergone only a meagre increase during the last six months. Since at least 800 of the 1,400 students now in residence will enjoy the benefits of the new premises the Union Committee have decided to make a special appeal to all men who were students at Owens between 1897 and 1907 for the purpose of raising £1,000 before May 31st, 1908.

Mr. E. W. Smith has been appointed secretary, and Mr. J.

Whitehead treasurer, of this special fund. The success of the appeal will depend on personal canvass for subscriptions by present-day students, and consequently the committee earnestly request each man to subscribe or collect at least *one pound*. In order that a working nucleus of the new fund may be quickly formed those students having collecting books in their possession are requested to send them in at once to Mr. Smith at the Union. The tentative proposals of the committee for collective efforts are (1) a good orchestral concert in the Whitworth Hall late in February, and (2) a special performance in one of the theatres on Shrove Tuesday.

OXFORD.

University Notes.

The annual report of the University Extension Delegacy, which was recently presented to Convocation, stated that during the past session 1,276 lectures, distributed in 178 courses, had been delivered by 40 lecturers at 138 centres: 22,421 students were returned as having been in regular attendance at the lectures; 6,900 students were in attendance at the classes held in connexion with the lectures; 824 candidates entered for examination, of whom 774 passed, 284 with distinction. These figures showed little variation from those of recent years. Fifty-one students' associations were at work and 360 meetings were held. The summer meeting this year will be at Cambridge, and the delegates propose to arrange a meeting at Oxford in 1909.

The Vice-Chancellor has received a letter from the Principal of Brasenose College, announcing that, under an arrangement effected by the college, one-third of the surplus accruing annually from the Hulme Trust will be applied to University purposes. The sum so applicable will amount to about £1,000 a year. A further third, of like amount, is to be devoted to objects which will benefit both the University and the college.

The delegates of the Common University Fund have appointed M. Maurice Marcel Allorge, L.-ès-Sc. Paris, to be University Lecturer in Geomorphology for this term and the next summer term.

The Right Hon. George W. E. Russell, M.A., University College, has been appointed a member of the council of Keble College, in the place of the late Lord Aldenham.

A Convocation will be held on February 15th to confer the degree of M.A., *honoris causa*, upon Mr. Nicol F. Mackenzie, M.Inst.C.E., Instructor in Surveying.

Convocation has accepted the offer of the Compatriots' Club to found a prize, of the annual value of £50, to be called the "Compatriots' Club Prize"; and has authorised the University Chest to accept £269 1s. to be spent on decorative carving in the schools, given anonymously by a friend of the architect, Mr. T. G. Jackson, R.A.

Congregation has passed a decree giving a pension of £125 a year to Mr. Alexander Macdonald, hon. M.A., Worcester College, from the date of his retirement from the office of Keeper of the University Picture Galleries.

The Lord Chancellor, Lord Loreburn, D.C.L., has been elected an honorary Fellow of Balliol.

The honorary degree of D.C.L. has been conferred upon Professor John Westlake, of Cambridge.

Mr. G. G. A. Murray, Fellow of New College, has been appointed to lecture as deputy for the Regius Professor of Greek during the present term.

SHEFFIELD.

Recent Appointments.

The Council of the University have appointed Mr. John L. Annan, M.B., Ch.B. (Edin.), to the post of Demonstrator in Anatomy. Mr. Annan is at present Demonstrator of Anatomy in the University of Edinburgh, and House Physician in the skin wards of the Edinburgh Royal Infirmary.

The Council have also appointed the following gentlemen to the newly institued Clinical Tuorships: Mr. Miles H. Phillips, M.B., B.S. (Lond.), F.R.C.S. (Eng.), in Obstetrics and Gynæcology; Mr. Graham Simpson, F.R.C.S. (Eng.), in Surgery; Mr. A. E. Barnes, M.B. (Lond.), M.R.C.P., in Medicine. Mr. Phillips is the Assistant Medical Officer at the Jessop Hospital for Women, and Mr. Simpson is the Assistant Surgeon at the Sheffield Royal Hospital. Mr. Barnes holds a British Medical Association Research Scholarship, and is at present engaged in research in the Pathological Laboratory of the University.

WALES.

University College of North Wales.

The Senate have appointed to the post of Assistant Lecturer in Greek and Latin, Mr. W. H. Porter, B.A. Mr. Porter, who held a Foundation Scholarship at Trinity College, Dublin, graduated with first-class honours in Classics and in Philosophy, obtaining the Senior moderatorship in both subjects. He also won the Berkely medal for Greek and the Vice-Chancellor's medal for Latin. During last session, Mr. Porter acted as Deputy Professor of Greek in Queen's College, Galway.

UNIVERSITY COLLEGES.

University College, Reading.

The annual Court of Governors was held recently, the Lord Lieutenant of Berks. (Mr. J. Herbert Benyon), presiding.

The 15th annual report of the Council stated that they were now in a position to submit the cost of the new building scheme. The appeal issued in September, 1903, stated that a sum of £80,000 would be required to erect upon the new site a complete group of collegiate buildings (non-residential). It was estimated, however, that the cost of erecting the major portion of the buildings, sufficient for the present needs, would be £50,000, but that the cost of equipment, and the necessity of making some provision for the residence of students, of discharging the existing indebtedness of the college, and of stocking a farm for the practical study of agriculture, would make it necessary to raise a further sum of £30,000. In response to the appeal a sum of £36,555 was raised, and Lady Wantage most generously offered to build a hall of residence for men-students. The scheme whereby the college had during the last four years been completely re-established included the erection of a hall capable of seating 1,000 persons, an extensive range of studios and laboratories, lecture-rooms and class-rooms for literary teaching, the purchase and stocking of a farm for teaching and experimental purposes, and the provision upon it of new buildings. The total outlay had actually been £77,959, towards which £36,555 had been subscribed. The sale of the old college property in Valpy-street, Reading, to the Corporation of the

Borough was expected to realize £12,561, leaving a deficit of £28,843 yet to be raised. Towards this a sum of £15,500 had recently been generously subscribed by the President of the College (Mr. Benyon), Lady Wantage, Mr. G. W. Palmer, Mr. Owen Ridley and Mr. Alfred Palmer. The sum of £13,343 remained to be raised, and the council were earnestly desirous that the college should be released at the earliest possible date from the embarrassment of debt, and the heavy interest charges involved.

The revenue from tuition fees and capitation grants, a main test of growth and efficiency, had increased by £392. Four years ago the receipts under this head amounted to £5,415; the corresponding receipts now were £8,197. The college had gained the noteworthy distinction of being specially mentioned in the last report of the Treasury Advisory Committee in terms of commendation as follows:—

"We have been impressed by the favourable nature of the inspectors' report on University College, Reading. The college was accorded provisional recognition in 1902, and we think that the satisfactory progress which it has made in the past five years amply justifies the continuance of the existing grant."

The annual report was unanimously adopted and the President and other officers who retired by rotation re-elected.

Hartley University College, Southampton.

At a recent meeting of the Court of Governors of the Hartley University College, Southampton, the Right Hon. Sir A. Wills, P.C., was appointed President of the College, on the proposition of the Duke of Wellington, who retires from the position in accordance with the foundation ordinance. A unanimous vote of thanks was passed to the Duke for his services during the past five years. Sir George Cooper, Bart., of Hursley Park, was unanimously elected a Vice-President in the place of Sir W. Portal, Bart., who was not eligible for re-election. At the close of the meeting it was stated that Mr. C. G. Montefiore, of Cold East, Sarisbury, had promised £100 (the second), in response to an offer to subscribe a like amount if nine others would do the same for the benefit of the College.

Reviews.

MISCELLANEOUS.

ANNALS OF AN ETON HOUSE, WITH SOME NOTES ON THE EVANS FAMILY. By Major Gambier-Parry. With Portraits and Illustrations. John Murray.

Eton College is, we imagine, the only great school where "Dames" houses existed. The term seems to have arisen from the time when lodging houses or boarding houses were kept for Eton boys in bygone days, when the lodging-house keeper had little if anything to do with the boys' studies. The system, of course, has passed away, but Evans' House, with which Major Gambier-Parry's book is concerned, was the last, and only ceased to be a Dames' House at Easter last year, a few months after the death of the last of the Eton Dames, Miss Jane Evans, who had ruled it with wonderful success for over thirty years. Her father, William Evans, the drawing master of the College, was a very exceptional man, and it was he who determined to rule his house through the boys at the head—a captain of the house and a number of the senior boys to support him. At Evans's the system worked remarkably well. The list of captains of the house from 1839 contains the names of many who greatly distinguished themselves in the world outside, the late Dean of Hereford, the present Dean of Ripon, Lord Welby, Sir Henry Jenkyns, four of the Lytteltons—Lord Cobham, General Sir Neville Lyttelton, the present Head Master of Eton and the late Colonial Secretary,—Sir Edward Hamilton (who has just retired from the Treasury), Canon Hobhouse late Head Master of Durham, and others hardly less well known. That Evans House was for so long the most notable of the Eton Houses was very largely due to the exceptional capacity and character of Miss Jane Evans, who seems to have had a most unusual power of influencing the boys who came to her house. It was she who practically chose the captain of the house, and often she made the choice some time before it could be carried out. In the same way she managed to get rid of boys whose presence in the house she thought injurious. She had indeed a unique power of influencing her boys and of inspiring them with a real love and affection. Major Gambier Parry has made his record supremely interesting. He has interwoven the reminiscences of many of the most famous members of the house, and the pictures he gives of Eton during the successive periods of which he has to speak are evidently lifelike, accurate, and inspiring. Every reader who knows or cares anything of public school life will find this volume full of interest, sugges-

tion and information. Many books have been written on the almost inexhaustible subject of Eton life and Eton history, but we doubt if anyone gives the outside reader a more faithful picture of the inner spirit, and energizing influence which has enabled Eton to take and keep its place as the undisputed head of our great public schools. J. S. H.

SCIENCE.

HYDRAULICS. By W. Cawthorne Unwin, LL.D., F.R.S. A. and C. Black. Price 12s. 6d. net.

Professor Unwin is the highest living authority on this subject in England. His labours extend over a period of more than forty years, during which time he has carried out many original experiments and designed much hydraulic machinery. The present treatise is an expansion of his article on "Hydraulics" in the *Encyclopædia Britannica*, which is so well known to engineers. The information has been brought down to the most recent researches carried out in this country and abroad. An especially valuable feature is the full account of the work of foreign observers which is not very accessible to English readers.

Though "Hydraulics" is defined as the "science of liquids or incompressible fluids in motion," there are chapters on the statics, dynamics, and the flow of gases. Applications of the principles are made to the practical problems of the flow of coal gas in mains and the effects of wind pressure on exposed structures. In hydraulics proper, the flow in pipes and conduits, the discharge from orifices, the distribution of water in towns, and the gauging of streams are treated in detail. The chapter on the impact and reaction of fluids is the poorest. The theory is meagre and no practical applications are made to the design of pumps or turbines; perhaps the author is leaving this to another volume. References to the original authorities are given in most cases, and the student will find these most useful. There is one criticism we have to make about this as about most books of applied mathematics, and that is the use of the same letter in different formulæ for different units. When one is using the book for reference it is very troublesome to keep turning back in order to find the particular meanings of the various letters. Would it not be possible at the beginning to define all the letters in tabulated form and keep them constant throughout?

We have carefully checked many of the less-used formulæ and find them accurately expressed. This book will certainly be the standard treatise in the subject for some time to come.

A. E. S.

JAMES WOOLLEY SONS & CO. LTD.

CHEMICAL, PHYSICAL AND PHOTOGRAPHIC APPARATUS.

CHEMICALS AND REAGENTS.

CATALOGUES

FREE ON APPLICATION.

VICTORIA BRIDGE, MANCHESTER.

MARCH, 1908

6d. net

The University Review

VOL. VI. No. 33.

PRINCIPAL CONTENTS.

The School of Study for Young Farmers held at Ardenconnel - - - - R. Patrick Wright, P.R.S.E.

The Functions of a Modern University - Albert Mansbridge.

University Reform - - - - - - - Oscar Browning.

Correspondence from Universities in the United States of America.

News from the Universities and Colleges of the United Kingdom

---

LONDON. SHERRATT & HUGHES.
CALCUTTA & SIMLA. THACKER, SPINK & CO.
AUSTRALIA. GEORGE ROBERTSON & CO. PROPRIETARY, LTD.

In 2 Vols. Now Ready £2. 2s. 0d. net.

The Knights of England

A Complete Record from the Earliest Time to the Present Day of the Knights of all the Orders of Chivalry in England, Scotland, and Ireland, and of Knights Bachelors

BY

WM. A. SHAW, LITT.D.

Editor of the Calendar of Treasury Papers at H.M. Record Office; Author of the History of the English Church under the Commonwealth; Author of the History of Currency; etc.

INCORPORATING

A COMPLETE LIST OF KNIGHTS BACHELORS DUBBED IN IRELAND

Compiled by

G. D. BURTCHAELL, M.A., M.R.I.A.

Barrister-at-Law, Office of Arms, Ireland

Author of Genealogical Memoirs of the Members of Parliament for Kilkenny

Printed and Published for the

CENTRAL CHANCERY OF THE ORDERS OF KNIGHTHOOD

LORD CHAMBERLAIN'S OFFICE, ST. JAMES'S PALACE

SHERRATT AND HUGHES

LONDON 1906

The University Review

No. 33. VOL. VI. MARCH, 1908.

The School of Study for Young Farmers held at Ardenconnel.

BY

R. PATRICK WRIGHT, P.R.S.E.,

Principal of the West of Scotland Agricultural College,

THE special school of study for young farmers which was held in the month of November last at Ardenconnel is the first of its kind that has been opened in this country, and as it is hoped that it will only be the precursor of many similar schools, some account of its origin, its character, and its results may be useful.

The School was avowedly an attempt at introducing into this country a method and kind of instruction that has attained a very signal success in Denmark, where similar schools known as the Peoples' High Schools have been gradually spreading over the country during the latter half of the past century. The remarkable effect produced by these Schools on the character and on the farming of the Danish people have been universally recognised in Denmark, and have also attracted the attention of various deputations which have gone over from the United Kingdom to inquire into the causes of the great progress made by Danish Agriculture during the past thirty years. The Recess Committee described them in their Report, and the Irish Department of

Agriculture commented favourably on them in 1903. Other parties of Agriculturists, or individual inquirers interested either in Agriculture or in education, have repeatedly called attention to the valuable work done by these Schools, and the Scottish Agricultural Commission of 1904 again described the system and its results. It was largely through the co-operation and assistance of the members of this latter Commission that the scheme of the Ardenconnel School was rendered possible and successful, but the primary impulse which led to the institution came from the Rev. Dr. J. Paton, of Nottingham. Acting on his instigation, the Rev. Rolland C. Ramsay, the Secretary of the Scottish Christian Union, put himself in communication with Members of the Scottish Commission, and a Committee of the Scottish Christian Social Union finally made arrangements for the opening of what has come to be known as the Ardenconnel School. Ardenconnel itself is a handsome mansion house, formally occupied as a private residence, but now utilized as one of the Guest Houses of the Co-operative Holidays Association. It is beautifully situated at the mouth of the Gareloch, where it commands views of the beautiful grounds of Roseneath, one of the residences of the Duke of Argyle, and of the busy waters of the Clyde, lying between the village of Row on the north and the great shipping port of Greenock on the south side of the great river.

The School was formally opened on 4th November last by the Right Hon. John Sinclair, M.P., Secretary for Scotland, who is well acquainted with the success of the Danish methods, and who expressed his warm interest in the experiment and his cordial sympathy with its promoters, and it was closed 29th November, having been open for a period of four weeks.

It is obvious that no thorough education of any kind could be given in such a brief period, and it is therefore necessary to emphasize the fact that no great educational

results were expected. The months' School was merely a tentative experiment attempted for the purpose of ascertaining whether there would be any demand in Scotland for such a School on the part of the special class of pupils for whose benefit it was mainly instituted. It may be said at once that the amount of public interest shown in the experiment far exceeded any expectations that were entertained, and though the unprecedently late and trying harvest had a prejudicial effect on the enrolments, the widespread and extensive inquiries made indicated that there is distinct room for such a school in Scotland, and that the demand for it will not be confined to one sex, but that the daughters as well as the sons of farmers are likely to take full advantage of the education it provides. In Denmark both sexes are received in the High Schools at different periods of the year for courses of instruction similar in general scope, but varied in some respects to suit the special requirements of the two sexes. At Ardenconnel only male pupils were enrolled and provision was made only for them. But inquiries came from both sexes, and as the Principal of the School intimated at its closing Meeting, all that remains to be done is to consider the manner in which such a School is to be formed and placed on a permanent footing with a regular staff of Teachers, and in a building suitably equipped and adapted at once for residential and for educational purposes.

The objects of the School and the courses of instruction given were similar to those of the Danish High Schools, and these latter can perhaps be most correctly, though incompletely described, as Continuation Schools, which discharge in a combined form the functions of Continuation Classes, with certain additions and modi cations. They extend and add to the education of the elementary Schools, and give further instruction in the ordinary branches of a general education. They are not Agricultural Schools, as is sometimes supposed, but as

the population of Denmark is mainly agricultural and the pupils are for the most part the sons and daughters of farmers, the courses of instruction have usually some relation to the science and practice of Agriculture. The most accurate view of their functions will be taken if they are regarded as occupying an intermediate position and forming a connecting link between the elementary Schools and the Agricultural Colleges.

The value of the Danish High Schools depends largely on the fact that they impart an education at an age when the pupils still retain unimpaired their capacity for learning and their susceptibility to moral impressions, while they have acquired a real desire to learn and a sense of responsibility, which is largely awanting in the pupils of elementary Schools. The students who attend the Danish High Schools are for the most part between the ages of 18 and 25, a period at which education produces its greatest effects, and when the characters and careers of most men are fixed once for all. And the great influence of these Schools has, without doubt, been largely due to the fact that they give a renewed education at that decisive part of life, to students eager to learn snd willing to be impressed. The average pupil of the elementary School has no such desire. He learns what he must, and because he must. Parents and Teachers combine to deprive him of the pleasures of idleness, to cripple his freedom, to compel him by suasion and force to the daily and distasteful task of cramming himself with mysterious Latin roots and indigestible mathematical problems. Only the exceptional boy takes a genuine pleasure in school tasks. The ordinary child looks forward with joyous anticipation to the day when he may bid a final farewell to the thraldom of School and Schoolmasters, and when he will enter on his career of manly freedom and independence. And he finds, as we all find, that life is one long continual School, that the pressure of necessity is harsher than the cane of the Schoolmaster, and that

with the passing of boyhood it is the holidays, and not the work, that have ceased to be. So it is with the average boy who becomes a farmer. School is never a joy to him, for his work is never wholly mastered and never perfectly done. The pleasures of commendation and the pride of success are reserved for the more brilliant pupils who will in due course proceed to the University to qualify for entering one or other of the learned professions. To the mediocre boy there is less pleasure than hardship in his School career, and when at any age from 14 to 16 he leaves School for the farm, he enters with delight into the more interesting labours of the field, and casts aside the imperfectly assimilated school knowledge which he has so laboriously acquired, and in a few years it has been in great part forgotten. But by-and-by the novelty of his freedom and his new work fade away. He begins to understand something of the seriousness of life and of the value of knowledge. He discovers in his farm work and intercourse that there is much useful knowledge in the world of which he is wholly ignorant. He begins to appreciate the value of the learning which at School he despised. He wishes—who after School years are over does not?—that he had applied himself more seriously to his lessons. He early shares in the universal wish of mankind that part of his life could be lived over again. He wants a second chance, and in this country it has never yet been given him. But in Denmark it is given. Bishop Grundvig divined the want and he started an effective remedy when he opened the first High School in Denmark in the year 1843, the first of about 80 that have since been established all over the Danish Kingdom. It is the same remedy which the Ardenconnel School has sought to introduce into Scotland. It is the remedy that provides the second chance for the careless Schoolboy. It gives the opportunity to repair past neglect and to obtain further knowledge. It supplies the link between the School and

the College. And because the same need exists in Britain as in Denmark it is believed that a similar remedy will be found efficacious, and that the High School system will prove to be as useful and as valuable here as there. It is true, however, that some who have been most deeply impressed by the Danish system have doubted whether it is wholly adapted to the conditions prevailing in Scotland. But the public interest that has been manifested in this project, the inquiries that have been sent in, and the number and the character of the enrolments made, have furnished adequate proof that the system now inaugurated has come to meet a distinct and a felt need of the people, and that its future permanence and its utility are alike assured.

There is one feature of the High School system which introduces an entirely new departure into Scottish as compared with English educational agricultural life. This is the fact that the students all reside together under the same roof, and that they are under the same control and the same management. This is a practice hitherto little favoured in Scotland, where the independent and separate living of students has been the almost universal rule. For the purpose of severe and arduous study the existing Scottish practice is perhaps the best, and if the Ardenconnel Class is to be regarded as an experiment, it was perhaps even more so in this respect than in any other. The practice was sufficiently successful there, and it seems indeed not improbable that this feature of the High School system may prove to be of even greater advantage in Scotland than it has been in Denmark. For, as the rugged and irregular fragments of some fallen sea cliff, by the ebb and flow of the tides are rubbed against each other in the ocean bed, till they are worn down into the smooth rounded gravel that covers our sea beaches, so will the close and constant association of the students break down their prejudices, give breadth to their ideas, quicken their intelligence, impose self-

restraint and self-control, teach the virtues of manliness and modesty, produce mutual regard, and lead to the formation of life-long friendships. It will pave the way for that co-operation which is so much desiderated in some branches of our agricultnre. What indeed is likely to be greater or better than the influence on each other of a body of well-conducted and intelligent young men, as young farmers generally are, associated together by night and by day under the same roof, engaged in the same studies, interested in the same subjects, working for a common end, inspired by similar ideas and purposes, and engage throughout in a friendly emulation. It may be questioned whether the mere association of the young farmers of Scotland together in High Schools under the same guidance and control, may not of itself have more beneficial and lasting effect on the students, than all the learning they will obtain in the Classes. But there is still another feature characteristic of the Danish High Schools to which their great efficacy is mainly attributable. They are not mere agencies for imparting knowledge or preparing students for the Agricultural Colleges. They have a larger object and a greater purpose. They aim at the education and improvement of the whole man in body, mind, and spirit. They seek to make healthy and efficient men, as well as intelligent and well informed men, and to inspire them with high principles of conduct. It is quite outside their sphere to train young men to become skilful farmers. That is the duty of the Agricultural Colleges. The higher purpose of the Danish High Schools is to attempt to make men of high principle and character, and in making intelligent and good men they take the first step towards making them successful farmers.

Hence it is that moral and religious teaching to educate the conscience and appeal to the heart, were made prominent in the curriculum of the Ardenconnel School. For it is the unanimous testimony that the

chief element in the High School system that has enabled it to produce such remarkable effects on the Danish people is the Christian spirit which pervades and animates the whole conduct of these Schools. "The foundation," says one of their masters, "on which the instruction is given, is the sincere belief of our Christian fathers . . . . sincere Christian faith is the warp, knowledge and skill are the woof." It is not technical training, it is not science, it is not merely education, it is character that has given prosperity to Danish Agriculture and growing wealth to the Danish people. It is character, which, as all history shows, is the only durable foundation on which the happiness and the greatness of men and of nations can be built. It is in these elements, in the physical culture, in the common residence, in the direct Christian influence and instruction, and on the effect that these have had on the formation of character, that the Danish High Schools have proved far more efficient agencies of education than our Continuation Classes, and it is in these features that their example was followed in the Ardenconnel School.

In Denmark the pupils of the High Schools are chiefly the sons and daughters of farmers, and in the advertisements of the Ardenconnel School the invitation to enrol was directed to that class alone. But it does not follow that the benefits of such Schools need be confined to the agriculturist. In Denmark the Schools are most largely attended by young farmers because the population is mainly agricultural, but their very name is wider. They are the *People's* High Schools, quite distinct and separate from the Agricultural Schools and Colleges. While therefore the first experiment in Scotland has been made chiefly among farmers, there is no reason why the operation of these Schools should end with them. It has done so in Denmark merely because Denmark is an agricultural country. But Britain is also a great manufacturing, industrial, and mercantile com-

munity, and it may very properly considered whether there is not room in this system for an appeal to these classes of our population, as much as to those engaged in the pursuit of agriculture. Whether there would be an equal demand cannot be said, but the need admits of no doubt. It is not only among farmers that children leave School between the ages of 14 and 16, never to return to it again. It is the universal rule among labourers, artisans, mechanics, shopkeepers, and mercantile clerks, and the advantages to such classes of a further education would be not less but even greater than to the sons of farmers. Whether they would be equally willing to take advantage of the facilities offered by such Schools, and whether their circumstances are such that they could if they would, are questions to which time will supply the answer. But it can at least be said now that the problem is essentially the same for all classes of the community, save those who have entered on professional careers, and that it is in some respects even a more clamant problem for the industrial than for the agricultural population. The High School system therefore, once it is established in this country, may have developments of far-reaching consequence among classes of our population who were not seriously considered in connection with the opening of Ardenconnel School.

A list of the subjects taught, as shown in the appended copy of the Time Table for the second week of the Course will perhaps give the best idea of the character of the School and the kind of instruction given. The only subject not included in the appended extract is Geography, which was substituted for History in the third and fourth weeks of the Course.

SYLLABUS FOR WEEK 18TH TO 23RD NOVEMBER.

MONDAY.....	English 9-30 to 10-30	Arithmetic 10-30 to 11-30	Gymnastics 11-30 to 12-30	Economics 3 to 4	Drawing 4 to 5	Special Agricultural Lecture
TUESDAY.....	Tool Work 9-30 to 10-30	Geography 10-30 to 11-30	Agriculture 11-30 to 12-30	Scripture Knowledge 3 to 4	—	Singing 7 to 8
WEDNESDAY.	English 9-30 to 10-30	Nature Knowledge 10-30 to 11-30	Gymnastics 11-30 to 12-30	Scripture Knowledge 3 to 4	Drawing 4 to 5	Singing 7 to 8
THURSDAY....	Agriculture 9-15 to 10-15	Geography 10-30 to 11-30	Tool Work 11-30 to 12-30	—	Special Agriculture 3 to 4	Special Popular Lecture
FRIDAY.....	Agriculture 9-15 to 10-15	Arithmetic 10-30 to 11-30	Gymnastics 11-30 to 12-30	Economics 3 to 4	Drawing 4 to 5	Singing 7 to 8
SATURDAY....	Nature Knowledge 9-30 to 11-30	—	—	—	—	Concert

The whole of the courses of instruction, except in Gymnastics, were given voluntarily and without charge by instructors interested in the experiment, and the body of teachers included three Professors of the Glasgow University, three Professors and Lecturers of the West of Scotland Agricultural College, one Instructor from the Glasgow School of Art and various others. A number of special lectures chiefly on Agricultural subjects were also given in the evenings by well-known Lecturers and Authorities, and these were thrown open to the general public as well as to the regular pupils of the School.

It is of course obvious that no permanent system of education of this kind can be made efficient or thorough while it depends for its continuance on such voluntary effort. Neither could such assistance be obtained for the period of time necessary for a sufficient course of instruction, which, probably, in Britain as in Denmark, will be found

to be a course of three months. Moreover one influence was only partially provided in the Ardenconnel experiment, on which the greatest stress is laid in Denmark, *viz.:* the personal influence of a resident Headmaster. The selection of a thoroughly capable Headmaster will therefore form perhaps of all steps the most important and critical in the institution of a permanent School. It will only be from Schools properly equipped both for residence and education, and with Courses of Instruction made more complete, more prolonged, and more systematic, that an effect can be anticipated in this country such as has, in the short period of a single generation, raised the people of Denmark to a higher plane of physical, moral, and intellectual culture than they had ever before attained.

R. PATRICK WRIGHT.

The Functions of a Modern Universitiy.

BY

ALBERT MANSBRIDGE,

General Secretary of the Workers' Educational Association.

The Citizen is beginning to regard Universities from both the political and educational points of view. He is striving to understand the highest schools of the nation in order that he may take part in their development as well as in their government. Idealistic though his points of view may be, they are of profound importance in connection with the problems which have followed the rise of Universities in England. That importance is recognised to-day.

For the purpose of this paper, the term "Citizen" is deliberately limited and stands for one who has hitherto failed to come into actual contact with the life of a University, even though he may have seen and been impressed by its ritual and procedure; he is regarded almost entirely as a worker with his hands, taking an interest in affairs.

It has been customary in England to visualise the method of approach to the University constructed for the children of the poor, as an "Educational Ladder," but the Citizen condemns such narrow possibilities. He does not altogether approve the "Educational Corridor," suggested by the President of the National Union of Teachers, but he is working to

construct a free and open highway upon which the only tolls are to be mental equipment and high character. He desires to clear away the remnants of the barriers of creed and sex which at one time entirely obstructed the way to the Universities.

He knows that the invitation of the modern University is addressed to the whole world of students, therefore his great highway is to be in its earlier stages as broad as the area of the Primary Schools, narrowing naturally at that point where the Secondary School overlaps the Primary School, and narrowing yet again at that later point where the Universities begin to draw students from the Secondary Schools. Education to him, as to Mr. Haldane, will never be right in England until Primary, Secondary, and University Education are united by the stream of students upon such a highway. His imagination is stimulated by the recognition of the fact that the Universities are the only educational institutions in England which make it possible for students from all sections of society to pursue their studies, side by side, unconscious of irrelevant distinctions. He believes that in the light of a unified educational interest the diverse sections of society will cease to construct or maintain Primary and Secondary Schools, in accordance with "class conscious" principles.

Economic and Social Conditions in relation to Education.—The Citizen demands the readjustment of economic and social conditions in harmony with the educational interests of his time. In an ideal community no children who are fully equipped for higher education would be dragged prematurely from the School Highway in order to minister to the economic needs of the family or of the nation; needs which would be adequately satisfied by those children whose development is, at least, not hindered by entry into industrial pursuits at sixteen years of age.

The School of Industry.—In modern life there are

very many men and women who have learned in the school of industry, and learned well, because they have, by native force or stern endeavour, responded to the claims of the intellectual life. Such men and women are endowed with gifts of supreme importance to the modern University, and the University must draw to itself the rich influence which such gifts impart. A University true to its high destiny will gather up the mental fruits of well-disciplined labour. It is for all, and it must be endowed by all.

The True University.—The superficial problems affecting Universities trouble the Citizen but little; he is scarcely interested in politic attempts to become "all-sufficient" and "up to date." He views, as a passing show, the efforts of any new University to imitate what it approves in an old University, and of an old University to imitate in return. He wants each University to realise itself. On the other hand, he is profoundly concerned with the relation between "education for livelihood" and "education for life," two matters which cannot be quite separated. The University of Technology must be, and is, in vital contact with the University of the Humanities, although each may draw to itself, through different schools, a separate stream of students. Action and thought must be for ever one. He cares nothing for competition between Universities; he would rather see, as they press forward towards unification in one great National University, their frank recognition of what really exists, each constituent unit expressing, according to its situation in the restless city or in the tranquil country, according to its past, whether narrow or spacious, those needs which the mysterious forces of mental movements have entrusted to it.

It will probably be allowed to one University operating as a part of a great whole to draw to itself students from other Universities, because its work is, largely, on the farthest confines of knowledge.

From every University teachers will be sent with the high missions of ensuring that none of those who are equipped to traverse the school highway shall be dragged prematurely into industry; and of exploring the whole area of human life—its crowded tenements, its workshops, its factories, its streets, for the mental treasures which abound, The University is great and true, not because it places its hall mark upon a large number of graduates, with specialised knowledge adapted to the passing needs of civilisation, but becase it has imparted to those who venerate it, a high and noble view of life, expressed in pure devotion to the cause of humanity.

The Divorce between Universities and Modern Life.—The divorce between Universities and the great bulk of English life has been a deplorable feature in the history of the past. Graduates, however well they may have worked as clergymen, lawyers, or doctors, have tended to express the divorce throughout their lives. But a bright gleam falls across the past and reveals the fact that scholars and workpeople have here and there conjoined and produced fruits in working class education.

The Mechanics' Institute Movement.—The Mechanics' Institute Movement, which, devised by Birkbeck in the University of Glasgow in 1804, passed rapidly through England twenty years later, was due almost entirely to the action of men, philanthropic in their conception of knowledge, trained at the Universities. That movement spread through England, missing very few towns or even large villages; it flourished in power from 1824 to 1844, and then gradually declined from the high plane upon which it was conceived. Mechanics' Institutes to-day exist here and there, but usually only as shadows of their departed glory. A few, such as the Municipal College of Technology at Manchester and the Midland Institute at Birmingham, are now great educational institutions, almost, if not entirely, of University rank.

The People's College at Sheffield.—The continuity of

working-class education was secured when a Nonconformist minister during 1842 established in Sheffield a People's College, which afforded to F. Denison Maurice and the Christian Socialists their idea for a Working-Men's College in London, to be based entirely upon the association of University men and workmen in the common work of teaching and learning. That institution, still proceeding on its splendid way, was the pattern for several, two of which at least have been absorbed by one of the new Universities.

The Education of Co-operators.—The Rochdale Pioneers in 1844 devised the principle of devoting to education a portion of the profits made in co-operative trade. That principle has operated ever since. The educational ideals of working-men co-operators were aided in their development by Hughes of Rugby, and re-animated by Arnold Toynbee of Balliol. The brief life of the latter, devoted to the principal of joint action between scholar and workman, has inspired the lives of many working-class educationists.

University Extension.—It was by contact with work-people that the University Extension System was moulded to its present form. It is a matter of common knowledge that the work of Cambridge was followed almost immediately by the work of Oxford, and that the principle has since been adopted by each new University and by the majority of University Colleges. The idea of taking the University to the people is at once alluring and practicable. Extension work demanding of its exponents a greater sacrifice than probably any other system of teaching could possibly do has been carried on for thirty years. Its effect upon citizens has not been so great as was anticipated. The men who work in the factories and who shaped our labour politics have, with rare exceptions, passed it by. A new opportunity, however, has arisen. Attention is now turned to extension work and demands made of it—not in vain.

The University of Cambridge is elaborating a scheme by which a systematic attendance at University Extension courses arranged on pre-determined lines is to take the place of one year's residence at the University. The work of putting this plan into operation has been largely aided by the Gilchrist Educational Trust. The relationship between the University of Oxford and work-people has been referred to a Joint Committee, consisting of seven members of the University and seven workmen. The Committee is already at work upon its report.

University Extension and Finance.—The fundamental weakness of University Extension is diagnosed by the Secretary to the Delegates for the Extension of University Teaching at Oxford. "So long," he says, "as the system is compelled to be financially self-supporting, so long must the lecturer attract large audiences." A small audience means bankruptcy unless the centre is financed by the Local Education Authority, or by interested patrons. The devotion of the system to large audiences has produced results which have furnished an excuse for many education authorities to refuse to make grants. The citizen of to-day objects to the idea of going cap in hand to wealthy people. Moreover, he persistently refuses to estimate the effect of University Extension by reference to the number who gather together. He believes in intensive and not in extensive work. He recognises the fact that the self-supporting lecture must often depend upon popular elements which diverge from a well-conceived educational ideal.

Outposts of the University.—If University Extension is, in the immediate future, to be a powerful instrument for the education of citizens, and it is difficult to see what else can take its place, Universities must regard the short course of lectures as entirely propagandist and as successful only if it leads to seminar or class study pursued on a definite plan, for a long period of time, and leading directly to the University itself. There is a

growing desire for increased education on the part of men who act in labour politics. There can be no greater work for a modern University than to educate such men in historical, economic, and other liberal subjects. The Board of Education has not hesitated to say that it will join hands with the University in this work. The supply of teachers is the most serious problem affecting it. A recognised high status must be given to the teachers. The original teachers would be men teaching in the Universities, but able to understand the idiosyncrasies of students, who have known the rough-and-tumble of industrial and public life, and are content as teachers to rebuild with students the structure of knowledge. They may be added to by a number of students, who, after strict examination by the Oxford Delegates for the Extension of University Teaching, have already been licensed to teach classes for co-operators. The seminars in contact with the University will after a time evolve workmen tutors. It is not too much to say that under modern and incomplete social conditions the establishment of such seminars is vital to the complete well-being of a University. They may be regarded as roots of the University, going down, as Mark Pattison has said, "into the sub-soil of society, drawing from it new elements of life and sustenance of mental and moral power." They will, indeed, gather up rich mental products of well disciplined labour and public experience, they will enable the University to diagnose at first hand the conditions of English social life, even upon its lowest plane.

The Development of the Study of Sociology.—It is becoming increasingly evident that a great demand will be made upon the Universities from all sections of society for the development of the study of Sociology, or, as it may be termed, "political and economic science," "civics," or "social economics." The University of London has recently established Chairs of Sociology. It may be hoped that the great working-class movements

will be asked to help in the endowment of Chairs at other Universities, if not wholly to endow them, although the increasing conception of the responsibilities of the State on the part of such movements may tend to prevent a response which would otherwise be ready. In an interesting address Professor Michael E. Sadler recently stated that "there is spreading a conviction that the time has come for dealing with the residual deposit, which consists of the physically and mentally deteriorate, especially in the great centres of the population. What is wanted is a resolve to attack the problems under scientific guidance on a well-considered plan, with the help of great resources and with the thoroughness, the energy, and the persistence which are displayed in great works of modern engineering." A well-considered plan must inevitably co-operate with the best brains of those who perform the functions of our economic life, whether for the time being they be employed or unemployed, skilled and permanent, or unskilled and casual. The experience of men who are working at that point where owing to the advance of machinery the skilled labour of to-day becomes the unskilled labour of to-morrow is of profound importance to the University which would investigate social matters as a predeterminer of national action.

A Living Connection between Seminar and University.—A living connection between seminars and the University is in all its aspects practicable. The teacher will pass from University to seminar and back to University again. The citizen will demand of the men and women who as students help to supply the living connection that they shall desire education for *life* and not for *livelihood*, that they shall return to their respective activities, the mine, the mill, and the factory, and perhaps what is immediately more important, to the social organisation, endowed with the power to cast the light of learning upon the dark and

devious ways, in many cases acting as an order of teachers certified by the diploma of the University. An experiment exactly on these lines is upon the eve of being worked out in Rochdale: a body of working men and women stimulated by University Extension are preparing to devote each Saturday afternoon during two winters to the close and careful study of history under the guidance of a University teacher placed at their disposal by the University of Oxford.

A Council of Universities for Extension Work.—Any movement on the part of Universities towards the establishment of seminar outposts presupposes joint action of the Universities or at least a working arrangement. The demand on the part of the citizen is being stimulated and formulated at the same time, but as the citizen ideal becomes translated more and more into the common life the attitude and effort of various Universities increase the perplexity. It is a matter of prime necessity to Extension work that a National Council of the Universities, operating together with representative citizens, should meet in the very near future and lay down plans for the unification of the whole system. The need for such a Council is obvious to all those who have approached University Extension in any way other than through the channel of a single locality. It may even be said that single towns are becoming confused to-day, and in some cases have two Universities operating within their area. Such a National Council, increasing the individual expression and responsibilities of Universities, could re-construct curricula and organise the supply of properly-qualified teachers. It would maintain University Extension at such a level as to make it impossible for educational authorities to refuse to render substantial financial assistance. It would operate with the Board of Education in a system which, financed by the State, would be, outside the actual University walls, the crown of educational effort.

The University and the Surrounding Population.—During the last two years the new Universities, and Oxford as well, have made positive attempts to satisfy the higher educational needs of the citizens in their immediate vicinity. It has been maintained that a University cannot intellectualise its neighbourhood; but that must be fundamentally untrue of a University with a town population about it; indeed, the town population may and does help to intellectualise the University, The new movements in social and industrial thought and the direct support, financial and otherwise, afforded by citizens are bound to bring about contact. It is probable that the artisan audience which assembled on twenty-five occasions last winter in the medical theatre of the University of Birmingham is the most remarkable audience that has ever gathered within the walls of an English University. Many of the men came direct from their work. An interesting report upon the course was jointly issued by the Professor of Mental and Moral Philosophy and the Chairman of the Trades Council. The discussions following the lectures were long and serious. The unification of academic and industrial experience was exemplified by the fact "that students who advanced opinions at the beginning, not obscurely hinting that the lecturers were theorists who perhaps were worth listening to, but who were quite certain to be wrong, seemed to take a more tolerant view as the Session went on. The general result was to convince serious students that there are more ways than one of looking at Social Questions, which ways may be unified when the man who experiences the difficulty joins issue with the man who has observed it."

A course of study within the walls of the University, designed for the citizens dwelling under them, strikes the keynote for the educational endeavour of the whole district. Many of those who attend the lectures return to their Trade Union branches and Sunday Morning

Classes fully equipped with the latest thought upon the subjects with which they require to deal. The raising of the whole Labour thought of the City of Birmingham has been testified to as an immediate result. But Birmingham does not stand alone. The Universities of Manchester, Liverpool, Leeds, Sheffield, and Oxford, together with the University Colleges of South Wales, Bristol, Reading, and Southampton, are working upon the same lines and with rapidly increasing success. It is a gratifying sign of the times that the Universities are anxious to tempt the demand of those who hitherto have looked elsewhere, and having tempted the demand they are ready at all costs to meet it.

Universities and Social Reform.—The complete contact of the Universities with the working men of the country postulates many important reforms. As Mr. Sidney Ball, Fellow of St. John's College, Oxford, recently expressed it: "There is need for a higher age limit in the schools, and of a higher age limit for half-time employment; of an organised and improved system of continuation classes, of a higher status, and, by consequence, a higher standard of teacher, to say nothing of a substantial instalment of social reform." What he desired to insist upon was "that the solution of these problems is a matter to which a National University, a University that aspires to be co-extensive with the nation cannot remain indifferent. If the Universities are interested in education they must, by consequence, be interested in social reform." Such an attitude on the part of the Universities towards the present problems of of our time cannot express itself in political action or in the direction of political action. It is theirs to reveal problems by means of the pure light of their unbiassed mental power.

Universities and Industrial Life.—If the fact of the divorce between the Universities and the forces of industrial life is considered, added to the fact that until

recently there were no Universities geographically situated in the midst of industrial organisations, it is not surprising that the man of business, who may appreciate the University graduate as a statesman, lawyer, parson, schoolmaster, or doctor, is very much out of sympathy with him, and, indeed, with the whole output of the University, so far as it affects the factory or the office. On the part of the workman the separation has brought about suspicion. People tend to suspect what they do not, at the time, understand. Suspicion is the canker which weakens reform. These deplorable attitudes are rapidly passing into the "limbo of forgotten things." Great engineering works and colleges are working hand in hand. The tendency on the part of the University to train engineering students theoretically only, is passing; the tendency on the part of great engineering works to regard the education that they themselves supply as being alone the ideal education for an engineer, is passing also. The workman is realising with great rapidity that the true teacher and the true scholar are as anxious to get at the truth as he himself is. A dockyard worker, speaking at Oxford a few months since, appealed to the University "to open wide her doors and take the best of our people in. Let her send them to us as doctors whose business is health-giving, not wealth-getting. Let her send them back to us as lawyers, whose business is justice, not fees; as teachers, living teachers, not mechanical manipulators of child-life. Let her inspire them all, not with the idea of getting on, but with the idea of social service. Let her send forth an army of such men and women armed at all points to defend the people, but more especially the people's children; for it is from them that the University will have her reward. And finally I say to my own people, 'Strive to come to the University.' To the University I say, 'Open wide your doors and take us in.' 'We need you; you need us.'"

Curricula.—A problem of practical importance in

connection with the utilisation of the University by those citizens who work with their hands is that of curricula. Not much, so far, has been done in the direction of devising these, but it is apparent that citizen students desire the help of the University in Sociology and in the Humanities as a whole. Recent experiments make it clear that purely scientific subjects do not attract work-people, who are interested in life as contrasted with livelihood. But they hold no narrow conception of the term Sociology. They see the application of the study of History and Literature. The work-people of Rochdale have decided to study History for two years with the view of entering the specialised study of economics. The principle of uniting together the exponent of the demand and the expert in the supply is vital in the specific problem of curricula as indeed in all problems of education.

The Relation of Citizens to the Governing Bodies of Universities.—The policy of the new Universities in appointing representative citizens who are workpeople to sit upon their governing bodies, either because of financial support or because of recognition of their importance, is capable of much further extension. People take an interest where they have a share in guiding or or have had a share in constructing.

Citizens as Subsidiary Teachers.—It is an admitted principle in a Faculty of Commerce to invite banking and railway experts to lecture upon their respective subjects. To invite representative citizens to deal with the various subjects recognised in a faculty of social study is only an extension of the same principle. A University class dealing with certain phases of life would be materially aided if it called in the prototype of Will Crooks.

Summary.—In conclusion, the citizen conceives the functions of a modern University to be :—

(a) To take part in the maintenance of a great highway, running through the schools to herself, and at

the same time to do everything in her legitimate power to sweep aside the barriers in the way of the intellectual development of the people, erected by the conditions of social life.

(b) To develop the University Extension System upon lines of intensive study through the medium of seminars alongside of the present public lectures, and leading directly to the University for purposes of diploma, not degree courses, hopeful that the students following this lead will return to their ordinary avocations endowed with high mental power and the sense of human solidarity. A National Council for the development of University Extension is held to be a matter of primary importance.

(c) To give in conjunction with citizens, specific attention to the problems concerned with curricula.

(d) To extend the principle of admitting workpeople to the Government of the University and systematically to invite help and criticism from recognised citizens when their own specific duties and outlook are being dealt with by the teachers.

The Ideal.—All these things will tend to translate into the life of the Universities the glorious ideal which each one of them sets before itself. It will be a "place for the communication and circulation of thought by means of personal intercourse, through a wide extent of country." It will be a part of a national University "to which students come from every quarter," and from all sections of society, "for every kind of knowledge." It will operate as the mind of the nation working in harmony with its great heart, the centre, and source of power.

ALBERT MANSBRIDGE.

University Reform.

BY
OSCAR BROWNING.
King's College, Cambridge.

UNIVERSITY Reform is in the air, and there is a talk of a Royal Commission. The two subjects are not necessarily connected. It is possible to reform the Universities without a Commission, indeed, a Commission would be in some respects a hindrance to Reform. Some look for a Commission as a means of effecting what they themselves desire, but what the University has rejected. A Commission, they think, might give degrees to women or abolish compulsory Greek. But it would be fatal to the self-government and independence of the University to force upon her changes which should be settled by the free suffrage of graduates. The constitution of the governing body of the University might be altered, but that could be done by a change of statutes without a Royal Commission. Indeed, a Commission can only recommend, and its recommendations may or may not be carried out. But a system of University Government which took no count of external opinion would soon become more unpopular than one which is supposed to be unduly influenced by external opinion. Let us assume, therefore, that we are, at least in the first instance, to reform ourselves and let us consider what reforms are considered most urgent by our critics.

We are to bring the University into closer touch with the democracy, we are to make it cheaper and more efficient. One of the means proposed for this

latter end is that we are to centralize its administration, all college estates are to be adminstered by a central board, there is to be a permanent Vice-Chancellor, superfluous lectures are to be suppressed, all scholarships and exhibitions are to be awarded by a single examining body, we are to increase the revenues of the University at the expense of the Colleges. This kind of reform will not produce the desired effect. The Commission of 1884 attempted to place the education of undergraduates mainly in the hands of the University, but it has proved a failure. The General Board of Studies which was to be the mainspring of the machine has never done what was expected of it, it has indeed done very little, and has often found itself at a deadlock. Taxation of the Colleges to provide University teaching has not relieved the Colleges from the necessity of finding College teaching as well, and thus in some cases the Colleges have to pay twice over. The German ideal of a University, which was so familiar to us forty years ago, when we regarded it as a system to be slavishly imitated by ourselves has proved to be repugnant to the feelings of Englishmen and faulty in itself. We no longer look with admiration upon a place which makes the University consist of Professors who are masters of their subjects, chiefly engaged in writing books, of students left entirely to themselves, free to attend any lectures they please, and to spend the rest of their time as they like, a system which may stimulate a few but does not educate the many, which addresses the mind but leaves the character and the heart untouched, a system in which whenever a professor happens to come into personal contact with an undergraduate he calls it a "seminar." We will have our young men looked after, and for this purpose we must provide tutors and Deans, Chapels and Halls, and a system of College life which allows the lecturers to become the intimate friends of the pupils entrusted to their charge. The German system of the first half of the last century may have been better than the English

system of the same epoch, but since 1850 we have made great advances, and our system of to-day is justly admired by our Teutonic neighbours who are striving to imitate it.

Before we make up our mind upon this question we must determine whether we desire our University to be mainly a place of education or a place of research. We have never come to a definite conclusion upon this matter. Education as a science is scarcely recognised by the University, but if we regard the University as a place of Education we shall have to recognise it. What is meant by Education? It is not only the giving of information which can be reproduced in examinations, but the imparting of this information in a scientific manner, and further the training of the mind, the character, the habits, and indeed, the whole man. Education regarded from this point of view is a modern discovery. It began with the work of Pestalozzi at Stanz in 1798, it was continued by Froebel, and systematised by Herbart. These men have as forerunners Comenius, Locke and Rousseau, but their principles only found practical expression in later times. At Stanz a teacher of genius came for the first time into close connection with little children, so that he might study them minutely. He lived with them, slept with them, starved and suffered with them, and thus he discovered the hidden secrets of child nature. The system thus begun, and since formulated, has become the basis of our training of teachers, has improved our elementary schools, and made some way into our secondary schools, but has as yet scarcely affected our Universities. In them Education has been confused with "coaching," a very inferior occupation justly looked down upon by Professors and Educational reformers. Some lecturers do nothing but coach, they prepare a careful set of lectures where the subjects to be studied are tabulated and cut up into digestible morsels. The lecture is read out clearly, so that every word of it may be taken down. It is then learned by heart, and when reproduced in an

examination is certain to gain marks. The lecturer of a higher type will do no work for his pupils which they have not earned by an equal amount of work done by themselves. He appeals not to their memory but to their intelligence. He thinks not of their success in the Tripos but of their grasp and understanding of the subject, he trains not only their minds but their characters, and fills them not only with knowledge but with principles which are to govern them in life. Some Professors do the same, but complete success in their endeavours can only be attained by complete contact, by an intimacy which reproduces in the society of young men the intimacy which was the key note of the reform at Stanz. For this we must have colleges, small classes, discussion societies, essay writing, and above all, individual friendship. These things are only possible in Colleges, and a reform which neglects this ideal and substitutes for it a mechanical arrangement for the imparting and testing of knowledge would, if established, be found to be a delusive failure.

But this system is expensive, and our reformed Universities must be cheap. How are we to solve this difficulty? How are we to meet the fact that a non-collegiate student at Cambridge can do for £65 a year what will cost an undergraduate living in College £130? Mr. Gladstone said that endowments increase the cost of education. They undoubtedly do so, and how is this to be avoided? A non-collegiate student who has his meals in his rooms can live for £18 a term or £54 a year, paying all his educational expenses, if he has a small appetite and is a good manager. Many of these students are satisfied with £65 a year, none need spend more than £75. One Cambridge college excuses its students from dining in Hall and allows them to have their meals in their rooms, which is a great saving. A good dinner at a shilling a head is provided for non-collegiate students at Fitzwilliam Hall, which they may attend if they like, but the cost of the dinner in a College Hall—1s. 11d. or

2s.—can hardly be diminished. There is no reason why students should not be allowed to live in a single room like Eton boys or Newnham girls. The bedroom is often an inconvenient and insanitary slip artificially panelled off. Exorbitant charges are frequently made in lodgings for coal and gas. Indeed, it may be questioned whether the cost of lodgings should not be diminished, as it is sometimes larger than that of College rooms. The Lodging House Syndicate should look more carefully into these matters and consider by what means cheap lodgings can be procured. This is not easy, because there is a scarcity of lodgings. On the other hand the profits go into the pockets of the landlords, and not into those of the lodging-house keepers.

There is a widespread belief that what the University principally requires for its fuller development is more money. It is undoubtedly unfortunate that improvement in the education given by the Universities and the Colleges has coincided with a season of agricultural depression, and a larger income might have enabled these institutions to work out their ideals with greater freedom and success. But the need of money has been exaggerated. It is not certain that the money which we have received from benefactors has been wisely spent. There has certainly been too much building. Men are the life of institutions—buildings, unless they are kept within due limits, are often the heralds of decay. In my thirty years' work at Cambridge I have been closely associated with three institutions, which have been extremely, even notoriously, successful, the first is King's College, the second is the Historical School of the University, and the third is the Cambridge University Day Training College, and all of these have been conspicuous for their poverty and have had little or no assistance from outside. The Fellowships at King's, which it was expected would never fall below £250 a year, have in recent years been generally less than £100; all that the University has

contributed to the teaching of History is five University Lectureships of £50 a year each, as of the two Professorships the Regius Professor, appointed by the Crown, is an institution quite independent of the existence of an Historical Tripos; and the Professorship of Ecclesiastical History, besides being partly theological, is a private endowment connected with Emmanuel College. The Day Training College, which now numbers eighty students, has received but little assistance from the University, and if a secondary department had not been attached to it, it would have cost the University nothing at all. It is not money that we want so much as devoted workers and intelligent methods.

The reform of our Universities is closely connected with a deeper question, the reform of our Public Schools. They cannot be said to be in a satisfactory condition, they have been corrupted by habits of idleness and extravagance, and by the abnormal development of athletic worship, which is nothing short of a national calamity. In the long catena of theories framed for the improvement of education, there is none which has proposed to reform education by establishing it upon a basis of athletic distinction, and that is what our Public Schools avowedly and undeniably do. They are, as Professor Thompson has said, excellent places to spend the holidays in, but very unfit for the hard labour of a term's study. If the culture and energy of England depended upon them, the outlook for our country would be dark indeed, but the mass of our people is probably sound, and the intellectual habit which the Public Schools fail to impart is to be found in our elementary schools. Only those who have had the opportunity of becoming acquainted with them are aware of the standard reached by the pupils of these institutions, even under our present untoward conditions, and of the high merit to be found in their teachers. The business of the University is to make the highest education available for even the lowest social

strata, by the training of its teachers, by the inculcation of sound principles of education as distinguished from instruction and from research, and by reducing the expense of University life, so as to bring it within the reach of a humble purse; Cambridge, at least, is doing this, for this it needs no external Commission, it is quite competent to control its own destinies. All that is needed is a clear vision of the objects to be attained, and a strenuous determination to carry the struggle for improvement to a successful issue.

OSCAR BROWNING.

Foreign University News.

UNITED STATES OF AMERICA.

From Correspondents and by special permission from "The Michigan Alumnus," "The Yale Alumni Weekly," and "Old Penn," the organ of the University of Pennsylvania.

President Hadley on American Student Life.

On Thursday evening, January 30, President Hadley, of Yale, was the guest of honour at the great banquet given by the students of the University of Berlin in the assembly hall of the Soldiers' Union Building. Between five and six hundred members of the student body were seated at the tables, and many more were massed at the sides and in the rear of the building. The President spoke readily in German without manuscript for nearly an hour on "Student Life in American Universities." After making clear the difference between the purpose of the English College and that of the German University, he showed how the American institution of learning occupied a middle place between the two in its aims and methods. This latter fact, coupled with the variety of purposes which led American young men to seek a college education, made possible, he contended, a development of the student life itself which one does not see in the Old World. In regard to the undergraduate life and its various activities, he spoke as follows:—

"You can scarcely imagine what a microcosmus this American student world is. It has its own organised social life. The student societies are not merely clubs for personal enjoyment for the development of their members. They are first and foremost component parts of the social organisation itself. The best of them do not choose their members until the latter have been for a long time in the University and have proved their worth in some way. Such an election is regarded as the highest distinction in the academic life, and the possibility

of it serves as a spur to industry and demonstration of ability among the students in the lower classes. Student public opinion is influenced and expressed through a number of student journals. At Yale University, the editor-in-chief of the *Yale News*—the only student paper which is issued daily—has a more deep-reaching influence upon the students than all the deans or heads of Faculties. It is only after a hard competition, which must be honourable and above suspicion, that he can obtain this position. As a rule the editors of the *News* have filled their positions exceptionally well.

"For the most part the lines of activity of the American students and student organisations,—literary, musical, or scientific—correspond to those of other lands, and I need not describe them more fully. But there is one branch, where, in America, as in England, things have developed in a special way. I refer to the competitive tournaments or athletic sports. From his cradle the American likes to play ball, and even as a child he admires every boy who can play the game well. In the schools the game is organised, in the colleges this organisation is carried still further. Many complain that far too much time is wasted on this game, that might otherwise be devoted to intellectual development. But the advantages accruing from it are far greater than the disadvantages. In the first place, it is not from the cult of the Muses but from the cult of Bacchus as a rule that these games turn the efforts and thought of the students. Again, it is just such games that train men not alone to be physically strong and skilful, but, more than that, to learn how to subject themselves to a very strict discipline, a thing which is of the utmost importance in our American life. Furthermore, the interest in these games brings the graduates back to their Alma Mater, as nothing else could attract them, whereby the fraternal student-comradeship becomes not merely a thing for a few years only, but lasts throughout life."

At the close of the address, which received most generous applause, the students presented President Hadley with three tastefully framed photographs of Rector Stumpf, Professor Schmoller and Professor Adolf Wagner respectively. The meeting then resolved itself into a *Kommers*, or banquet.

Oxford and the Rhodes Scholars.

"The establishment by Rhodes scholars from America, at Oxford University, of an American debating club, illustrates anew one of the elemental forces in human nature against

which the Rhodes bequest must endlessly contend. The benefactor dreamt of the association and the educational interplay upon one another of Young England and Young England's cousins. The cousins—the American cousins at least—accept the money, but regard the purpose with suspicion, and formally band themselves together by way of limiting its possible effects. They are as determined not to be over-Anglicised as the Oxford man is not to become a Yankee. And to heighten the amusement upon Olympus there are not wanting a few earnest souls to make helpless gestures in the foreground of this scene, championing the views of Mr. Rhodes's probably absent spirit, and telling the obstinate insularians of either group that it is not fair. It probably is not; but it is inevitable. Does the English or American tourist who wishes to taste Continental life take up his quarters in a pension? Or does he transport his not-to-be-contaminated person direct from the railway station to some caravansary which caters well-nigh exclusively to his own countrymen, where he can continue to hear his own ideas reiterated in his own tongue, and watch the queer foreigners cautiously through a window?"

The Teaching Staff at Michigan.

The number of University officers, including teaching force and adminstrative force, is now 412, according to the forthcoming University Calendar. These professors and administrative officers are distributed as follows:—

MEMBERS FOR 1907–08.

Professors		83
Junior Professors		28
Assistant Professors		39
Three-Year Instructors		8
One-Year Instructors		93
Assistants		78
Non-resident Lecturers		17
Non-resident Summer School Lecturers		3
Teaching force		349
Administrative Officers	105	
Also in Teaching force	42	
		63
Total		412

Michigan.

A New System of Term Examinations.

A new system for the report of term standings has been adopted by the Engineering Department of the University. At the end of each semester the character of the work of every student is reported as *a* (excellent), *b* (good), *c* (fair), *d* (deficient), or *e* (not passed). To receive credit the student must receive a mark above *e*. A student reported *e* is to receive no credit for the course, and must re-elect it if it is required for graduation. A student reported *d* is required to do further work at the option of the instructor, which may embrace any one or all of the following requirements: completion of such exercises or problems, attendance at designated classes and private study or the completion of satisfactory examination at one of the special or regular examination periods, which are to be held three times a year.

The Work of the Appointment Committee.

Through the medium of the Appointment Committee of the University, 275 students received positions as teachers, principals, and superintendents in various schools throughout the country this last year. These positions were secured as the result of numerous requests sent to the Appointment Committee, which is organised to serve as a medium between school authorities and teachers seeking places, and finds places for Michigan students without charge to prospective teachers or schools. This Committee is maintained by the University, and is under the direction of Allen S. Whitney, Head of the Department of Education.

The Ages of Michigan Students.

A table recently prepared, giving the ages of 328 members of the present senior class shows an average age of 24 at graduation. These figures, however, are somewhat invalidated by the fact that four members of the class are over forty years old, their ages thus bringing up the average considerably. Eighty members of the class will be twenty-two years old; seventy will be twenty-three; forty-six, twenty-four; thirty-four, twenty-one; and twenty-six, twenty-five years old. Of the total number, 160 students are women and 168 are men.

Students Conduct their own Examinations

Following the preceding three classes in the Medical Department of the University, as well as Colleges such as

Princeton and the University of Virginia, the freshman class has adopted the honour system in conducting examinations. This system, which has been followed for several years by other classes in the Medical Department, places the conducting of examinations entirely in the hands of the students themselves. The name of anyone caught cheating by his fellows is reported to a student committee which investigates the matter and in turn reports the offender to the Faculty, if it deems the ground just. Punishment for the offender is expulsion from the University, and several students have in past years been quietly asked to leave the University.

Physical Measurements of Yale and Michigan Freshmen.

Statistics regarding the physical measurements of the members of the freshmen class at the University of Michigan have been compiled by Dr. May, of the University. In comparing these with similar statistics for Yale some interesting results are shown. The figures are as follows:—

	Michigan.	Yale.
Height	67·6	67·6
Weight	136·4	137·4
Lung capacity	243·0	256·0
Tobacco users	23·75%	46%

The figures for last year's class are: Height, 67·7; age, 19·8; lung capacity, 236.

The height of the Michigan and Yale freshman is exactly the same, although the Yale man is one pound heavier. His lung capacity is considerably more, although the percentage of tobacco users at Yale is considerably larger. The explanation given for the larger lung capacity is that more men come to Yale from schools where stress is laid on physical training than to Michigan. The statistics also show that the Ann Arbor student is three-tenths of a year older than the Yale student.

These physical examinations are taken to ascertain the condition of the student and to discover what physical defects there may be, if any, which may be remedied. Special work is assigned to such students, and they are given especial attention by the instructor.

Yale.

Changes in the Curriculum.

Some important changes in the University curriculum for 1908–09 are announced, particularly as to the requirements of electives which the academic undergraduate must satisfy before he can receive his degree. These changes, while allowing very wide freedom of election, are such as still further to accomplish the Yale plan of requiring thorough and advanced work, continued in general through three or four years, in some one subject, chosen by the student himself, and supplemented by at least two courses in some allied subject.

Heretofore a candidate for a B.A. degree has been compelled to complete an aggregate of sixty hours per week during his course; of these sixty hours twenty-nine were by requirement put in along certain lines of study. Two "majors," that is, groups of study embracing elementary or A courses; secondary or B courses and specialising or C courses, must have been completed and at least seven hours put upon each of these groups. Three minors were also required, consisting of at least five hours' consecutive work on connected courses of elementary and secondary grade. The other thirty-one hours a student could select according to his own fancy. Now the requirement, tending directly toward a unification of study and centralisation upon one definite subject, to the exclusion of haphazard selection, is that the student complete only one "major" group of studies; but this major group is now to embrace at least eleven hours' consecutive work on studies which begin in Freshman year or aggregating at least nine hours' connected work for studies which begin in Sophomore year, instead of a minimum of seven hours on a given subject, as before required. In the arrangement of these hours but one hour of the elementary course is to count toward the eleven required and there must be at least two hours of specialised work of C or D grade. In addition to this major group of connected study the student is required to complete five hours of connected work in A and B course in the same general group of studies as that in which he is specialising and five hours of work in similar connected courses in each of the other two general groups of studies outlined in the elective pamphlet. The general groups of study are (1) languages, (2) economics and political sciences, and (3) mathematics.

Englishmen at Yale.

The Right Hon. James Bryce, British Ambassador at Washington, has accepted the appointment to be the next Dodge Lecturer on the Responsibilities of Citizenship. The lectures will be delivered next autumn. Preceding Mr. Bryce in this lectureship have been Secretary Taft, Secretary Root, Bishop Potter, Justice Brewer, and President Hadley.

Canon Henson, the Rector of St. Margaret's, Westminster, England, has accepted the appointment to be the Lyman Beecher Lecturer on Preaching for next year. This lectureship on Preaching, or some other topic appropriate to the work of the Ministry, was founded in 1871 by a gift of ten thousand dollars from Henry W. Sage, then of Brooklyn, N. Y., as a memorial to the great divine whose name it bears. Among the previous incumbents of the lectureship have been Henry Ward Beecher, 1872; Phillips Brooks, 1877; Robert W. Dale, 1878; Washington Gladden, 1887 and 1902; James Stalker, 1891; John Watson (Ian MacLaren), 1897; George Adam Smith, 1899; Lyman Abbott, 1903, and the Rev. Principal Peter T. Forsyth, D.D., of London, last year's lecturer.

The Universities.

BIRMINGHAM.

The Principal's Annual Report.

The annual report of the Principal (Sir Oliver Lodge) states that the total number of graduates and undergraduates on the students' register at the end of the session 1906–7 was 461, compared with 419 in the previous year, and 366 in 1904–5. The number of students other than graduates for the same years was 483, 483, and 479 respectively. The total number of registered individual students was:—In the Faculties of Science and Arts and of Commerce: male, 475; and female, 299; total, 774. In the Faculty of Medicine: male, 144; female, 26; total, 170.

The report also states that special schools of English literature and of classics have now been established on the lines of the School of Modern Languages previously inaugurated for advanced study in the respective subjects leading under certain conditions direct to an M.A. degree.

The report concludes with an urgent appeal for increased financial assistance in order that the University may perform its work efficiently.

The Annual Meeting of the Court.

The annual meeting of the Court of Governors was held on February 20th. The Vice-Chancellor (Alderman C. G. Beale) presided in the absence of the Chancellor, and in moving the adoption of the report referred to the numerous gifts which had been received during the year. The Faculty of Commerce, he stated, was attracting students from a distance. The experiment they had started of providing the students with residential

accommodation had so far not proved so successful as had been hoped. Very few students were taking advantage of the facilities offered. It would be fully two years before the new University buildings at Bournbrook would be fully occupied, though increased use was now being made of them. In concluding, the Vice-Chancellor said that for more than ten years the University had not made a public appeal for funds with which to carry on their work—it was felt therefore that they might not unreasonably come to the public very soon for a very large sum of money to assist them to carry out the many developments in their work that were pressing themselves upon the attention of the University authorities. Money was especially required for the completion of the new buildings and for the replacement of certain sums which had been taken from their endowment funds.

Alderman Clayton (University Treasurer), in seconding the motion, spoke of the very large increase during the past year in the amount received in respect of students' fees. The total of these had increased from £10,586 in the previous year to £12,478. The total income from all sources was £45,220. 15s. 4d., and the expenditure £47,904. 1s. 7d. The University had rightly decided to increase the fees payable by Engineering students. As compared with the previous year there was an increased deficiency of about £1,000.

The Principal, Sir Oliver Lodge, in the course of his speech, stated that the number of students last year all told was 944, and this session he expected they would touch 1,000 for the first time. In the Faculty of Commerce there had been a gratifying increase in the number of students. The regular students in this Faculty now number 32, and in addition there were also 20 Engineering students taking part in the work.

CAMBRIDGE.

A Chair of Biology.

The Council of the Senate have had under their consideration a generous offer made to the University by a member of the University who wishes to remain anonymous. It has come to his knowledge that there is a desire on the part of the biologists of Cambridge to celebrate in 1909 the century of Darwin's birth

and the jubilee of the publication of the Origin of Species, by endeavouring to found a Chair of Biology, the occupant of which shall devote himself to those subjects which were the chief concern of Darwin's life work. Convinced of the great importance of the subjects with which such a Professorship would be concerned, the benefactor offers to pay to the University £300 a year for five years provided that the University establishes for that period and before June 30, 1908, a Professorship of Biology of the minimum annual value of £500. The donor also offers to increase the £300 to £400 for any portion of the five years during which the Professor may be holding a Professorial Fellowship. The further condition is made that it shall be the duty of the Professor or Professors elected during the period of five years above mentioned to teach and make researches into that branch of Biology now entitled Genetics (heredity and variation). The benefactor further suggests, though he does not make it a condition, that the proposed temporary Professorship, if established, should be entitled the Darwin Professorship of Biology. The Council of the Senate, while giving full weight to this suggestion, incline to the view that it would be more expedient to reserve such a title until it shall have become clear that the Professorship can from whatever source be placed upon a permanent footing. The Council are of opinion that the generous offer should be accepted, and that a Professorship of Biology of the value of £700 per annum should be established, which will terminate at the end of the Easter term, 1913, unless the University shall otherwise have determined. The electors to the Professorship shall, so long as the Professorship is only temporary, be the Council of the Senate; but if the Professorship be made permanent, a board of electors shall be instituted.

University News and Notes.

The lists of candidates for the various Triposes of 1908 show a considerable increase upon those of last year. By far the largest is the Natural Sciences Tripos, Part I., with 183 candidates. This is followed by the Mathematical Tripos, with 84 candidates under the old regulations and 45 for the new regulations. The Classical Tripos, Part I., has 108 candidates, and the Historical Tripos, Part I., 106, and Part II. 73 candidates. The Law Tripos has 52 candidates in Part I. and 74 in Part II.; the Theological Tripos, 41 and 42 respectively;

the Mechanical Sciences Tripos, 56; while the newly-established Economic Tripos has 9 candidates for Part I. and 8 for Part II. In the Modern and Mediæval Languages Tripos there are 18 candidates; in Oriental Languages 2. The number of candidates in the Natural Sciences Tripos, Part II., is 38, which is a large increase over the numbers of last year.

The Appointments Board report that in the year ended December 31, 1907, 146 appointments were obtained on the introduction of the Appointments Board by graduates on the register. The corresponding numbers in previous years have been, in 1902, 67; in 1903, 93; in 1904, 102; in 1905, 134; and in 1906, 136. The 146 appointments obtained in 1907 include appointments of a public character at home and abroad, as well as industrial and technical appointments, engineering appointments, administrative appointments on railways, appointments for scientific work of various kinds, lectureships in University Colleges, and scholastic appointments. The *Gazette* is now published in the Michaelmas Term, and as often afterwards as may be required. The work of the Board is now becoming widely known, and in the course of the last year new channels of employment have been opened by means of introductions given to the Secretary and by correspondence. The number of accessions to the register was 314 in 1907, as compared with 246 in 1906. The number of graduates who paid registration fees in 1907 was 686. The cost of the year's working was £495. 17s. 4d., as against £527. 15s. 6d. in 1906. The year's receipts from all sources were £520. 17s. 6d. The subscribing Colleges were in 1907: Peterhouse, Clare, Pembroke, Gonville and Caius, Trinity Hall, King's, Queen's, St Catherine's, Jesus, Christ's, St. John's, Trinity, Emmanuel, and Sidney Sussex, 14 in all. Downing College has become a subscribing College as from January 1, 1908.

It is proposed to give the University the power of conferring upon professors who resign their office after having done good service to the University some honour which shall be a public recognition of that service. The title of Professor Emeritus has been employed for this purpose in various Universities, but the existing statutes of the University of Cambridge contain no express provision giving power to confer it. The Council of the Senate feel that it would be desirable to obtain that power to be exercised in cases in which the University may desire to

confer the honour. They have therefore recommended that the University shall have power, on the recommendation of the Council of the Senate, with the approval of the General Board of Studies, to appoint a professor on his retirement or subsequently as a Professor Emeritus in the subject previously held by him. A Professor Emeritus shall not as such receive any stipend nor shall he be subject to any conditions as to duties or residence.

Encouraged by the success of the performance last term of "Dr. Faustus," certain members of the University have formed a Marlowe Dramatic Society for the purpose of performing Elizabethan and other plays and of studying the drama with a view to such performances. It is proposed to limit the membership of the Society to 50 with an Executive Committee of six.

The Syndicate appointed to obtain plans and estimates for the extension of the Chemical Laboratory have issued a second report, in which they state that last August a contract was signed by the builder for erecting the building which is now rising in Pembroke Street, at a cost of £13,750. The Syndicate now ask leave of the Senate to expend a sum of £485 for extras in the building, £2,455 for benches, lecture tables, and other fittings, and £700 for instruments and apparatus.

The following donations in memory of the late Mr. Walter K. Foster have been promised towards the building fund of the New Museum of Archæology and of Ethnology:—Mrs. Walter K. Foster, Mr. E. Bird Foster, Mr. Charles Finch Foster, and Mrs. Edward Rawlings each £1,000.

An Assistant Director to the Fitzwilliam Museum is to be appointed by the Syndicate in consultation with the Director. He is to hold office for a term of years not exceeding five, at a stipend of £100 a year.

It is proposed to continue for a further period of five years from Michaelmas, 1908, the Cayley and Stokes Lectureships in Mathematics, the annual stipend of £200 being attached to each lectureship. The General Board are of opinion that if the endowments for these two lectureships should prove to be insufficient for these stipends, the University should undertake to make up for the five years any deficiency. This may involve a contribution from the University of £80 a year.

The Bishop of Carlisle has been appointed Lecturer in Pastoral Theology for the academical year 1908–9.

Dr. W. N. Shaw, Emmanuel College, has been appointed to represent the University at the meeting of Imperial and Colonial Meteorologists convened by the Royal Society of Canada, to be held in May next at Ottawa.

The Rev. J. N. Figgis, Litt.D., St. Catherine's College, has been appointed Hulsean Lecturer for the year 1908–9.

Sir Ernest M. Satow has been appointed to the office of Reader on Sir Robert Rede's Foundation for the present year. The lecture will be given on June 13.

It is proposed to make a grant of £30 from the Worts Fund to Mr. A. R. Hinks, Trinity College, towards defraying his expenses in travelling on the Continent of Europe with a view to investigating the methods used in the study of astronomy and geodesy in certain observatories and institutions.

GLASGOW.

The Chancellorship.

A meeting of the members of the General Council was held on February 12th in connection with the Chancellorship of the University, vacant through the death of Lord Kelvin. At the last meeting it was resolved to address an invitation to Lord Lister for permission to allow his name to be brought forward. His lordship wrote in reply:—"I cannot imagine any honour that would have gratified me more had my health permitted me to accept it, but I am so enfeebled by illness that there is no prospect of my ever being able to visit Glasgow, and in my hands the high office of Chancellor would be an absolute sinecure." After discussion, the names of Lord Newlands and Lord Rosebery were brought before the meeting, and it was understood that the Chairman, Principal Macalister, would approach them both to ascertain if they would be willing to accept nomination.

At an adjourned meeting of the Council on February 27th Principal Macalister read the replies he had received from Lord Newlands and Lord Rosebery on the subject of the vacant Chancellorship. Lord Newlands wrote that while he highly

prized the great honour of having been so prominently mentioned in connection with the office, it had always seemed to him that the election of the Chancellor ought to be practically unanimous, and he was only too sure, writing as he did with perfect frankness about himself, that there was no reason why there should, on the merits of the case, ever be such an approximation to real unanimity in his favour. In these circumstances he trusted that his friends at the meeting would forgive him if, though he valued the honour of the invitation more than he could say, he most respectfully and most gratefully, but at the same time most definitely, asked to be excused from having the honour of being considered any further in connection with the Chancellorship.

Lord Rosebery, in his letter to the Principal, wrote: "Under present circumstances I am able to place myself gratefully and unreservedly at the disposal of the University." The General Council thereupon unanimously agreed to request the Business Committee to make arrangements for the due nomination of Lord Rosebery at the statutory meeting of the Council on April 1st.

New Honorary Graduates.

The Senate of the University of Glasgow has resolved to confer the hon. degree of Doctor of Divinity (D.D.), on the following:—The Rev. John Brownlie, United Free Church, Port Patrick; the Rev. J. Estlin Carpenter, M.A., D.Litt., Principal of Manchester College, Oxford; the Rev. John Ferguson, minister of Linlithgow; and the Rev. Professor C. Lucian Gautier, Ph.D., Geneva. The Senate has also resolved to confer the hon. degree of Doctor of Laws (LL.D.) on the following:—George T. Bailby, F.R.S., F.J.C., F.C.S., Chairman of the Governors of Glasgow and West of Scotland Technical College; Colonel David Bruce, C.B., M.B., C.M., F.R.S., D.Sc., R.A.M.C., War Office, London; James J. Dobbie, M.A., D.Sc., F.R.S., Director of the Royal Scottish Museum, Edinburgh; Robert Kidston, F.R.S., F.J.S., Stirling; David McCowan, Hon. Treasurer of Glasgow Royal Infirmary; John C. McVail, M.D., County Medical Officer, Stirlingshire and Dumbartonshire; Neil Munro, author and journalist, Glasgow; Mr. Charles S. Parker, Hon. Fellow, University College, Oxford, formerly M.P. for Perth; John S. Templeton, Glasgow. These hon. degrees will be conferred in the Bute Hall on Wednesday, April 22.

LEEDS.

The Annual Report.

The report of the work of the University for 1906–7, which has recently been issued, states that during the year additional promises have been received towards the building and endowment fund, raising this to £87,000. It is of much importance that the remaining £13,000 required to complete the sum named by the Privy Council in granting the charter to the University should be obtained at the earliest possible date.

The new detached block for the Mining and Metallurgical Departments has been completed during the year, and is now being used for class and laboratory work. Owing to the pressure on its available space the Council have been compelled to proceed with other large building additions. Contracts have been entered into, and the work is being pressed forward for completion during 1908, for several additions, and plans are also under consideration for other extensions. The extensions are estimated to cost upwards of £50,000.

The fees of scholars and students, amounting to £13,254, show a slight decrease on the previous year, a result chiefly due to alterations caused by the adoption of the educational scheme for evening classes instituted by the Leeds City Council, by which the fees for evening classes have been reduced to a nominal amount. The Treasury made a supplemental grant to the University during the year of £900, of which £400 was allocated to the purchase of special books for advanced study, and £500 to meet the expenses of researches in the University; and the Council of the University voted the further sum of £490 towards the maintenance of students during the course of this work.

The Vice-Chancellor's report for the session shows that the University was attended last session by 813 day students. Of the registered day students 693 entered in the Faculties of Arts (including Law), Science, and Technology, and 120 in the Faculty of Medicine. The men students in attendance numbered 672 and the women students 141. Courses of study in preparation for University degrees were followed by 360 students.

University News and Notes.

A spirited and interesting inter-University debate on the time-honoured question of Home Rule took place last month

in the large Hall of the University. Representatives were present from the sister Universities of Manchester, Liverpool and Sheffield, and were cordially welcomed by the Vice-Chancellor (Dr. N. Bodington). The resolution advocating self-government for Ireland was moved by Mr. J. E. Gateby (Liverpool) in a vigorous speech, and it soon became manifest that the majority of his hearers were on his side. Mr. E. Worsnop (Leeds) led the opposition, and was ably seconded by Mr. Lewis (Sheffield), who took the floor after a racy harangue from Mr. H. Ellis (Leeds) in favour of the resolution. The debate then became general, the speakers for the motion being Mr. Lane (Liverpool), Miss Ashton (Liverpool), Mr. Rhodes (Manchester), and Mr. Monahan (Leeds); whilst amongst others Mr. Howard (Sheffield), Mr. Osborn (Manchester) and Mr. Quine (Manchester) upheld the Unionist case. The resolution was eventually carried by 81 votes to 40. The debate was followed by a supper in the Refectory, after which the Vice-Chancellor proposed the health of the visitors, fitting response being made by Mr. Jones of Liverpool, Mr. Sandiford of Manchester, and Mr. Howard of Sheffield.

At the end of this session the University will lose the services of Professor Clapham, who is to succeed Mr. Oscar Browning as Lecturer in History and Economics at King's College, Cambridge. Professor Clapham came to Leeds in 1902 to the then Yorkshire College as Professor of Economics, and when the University was established two years afterwards he was appointed to the Chair of Economics. He has been chiefly known in the West Riding as a lecturer on railway economics, banking, and local commercial and industrial conditions, and he also published a book a short time ago on the woollen and worsted industries. He is a Fellow of the College to which he is going, and where he will have the supervision of history and economic studies. During his term of office in Leeds Professor Clapham has taken a keen interest in the various University Societies, and is President at the present time of both the Debating and the Social Study Societies.

Mr. Bevan-Lewis has resigned his Lectureship in Mental Diseases owing to the increasing pressure of his duties at the West Riding Asylum.

Dr. E. O. Croft has been appointed Lecturer in Gynæcology in the place of Dr. Hellier, who has recently been appointed to the Chair of Obstetrics.

Mr. R. Veitch Clark, M.B., has received the appointment of Honorary Demonstrator in Public Health.

Dr. W. G. Smith, Assistant Lecturer in Botany, has been appointed Lecturer in Agricultural Botany, and Mr. A. S. Galt additional Lecturer in Horticulture.

Mr. P. N. Ure, M.A., Cambridge, has been appointed Assistant Lecturer in Classics.

Mr. J. G. Stewart resigned his appointment as Assistant Lecturer in Agriculture on accepting the position of Lecturer in Agriculture in the Edinburgh and East of Scotland College of Agriculture.

A second donation of £1,000 towards a Scholarship to be founded in memory of his late brother, Mr. John Rutson, has been offered by Mr. Henry Rutson, and accepted by the University authorities.

LONDON.

University News and Notes.

The Board of Education has published a Blue Book containing reports from the fourteen Universities and University Colleges in Great Britain which participated during the year ended March 31, 1907, in the annual grant, now amounting to £100,000, made by Parliament for University Colleges in Great Britain, and from the three Colleges in Wales which receive a grant of £4,000 each. The reports deal at considerable length with the objects of the institutions, the land and buildings owned by them, their staff, work, degrees, numbers of students of each sex, fees, residential arrangements, and finances. Of University College, London, it is stated that during the session 1905–6 there were 1,396 students, 660 of whom came from London, 250 from within a 30-mile radius, 330 from the country, 84 from foreign countries, and 72 from the Colonies. The capital expenditure of the College on land and buildings since its foundation has amounted to about £465,000. The invested funds (taking their cost price) total £463,187, of which £148,891 is held in trust for the hospital, £309,460 is College endowments, the income of which has been specifically allotted by deed or bequest, while the balance of £4,836 represents the total capital of the College available for general purposes.

During the year 1907, 178 graduates of other Universities were registered as students of the University, having been

exempted from the Matriculation Examination under Statute 116. Of these, 22 were graduates of the Royal University of Ireland, 18 of Oxford, 17 of Glasgow, 15 of Edinburgh, 13 of Manchester, 12 of Durham, and 11 of Cambridge; there were also graduates of twenty-five other Universities. In addition to these 352 persons were registered as holders of other qualifications. Of these, 151 had obtained the Cambridge Senior Local Certificate, and 128 the Oxford Senior Local Certificate; among the remainder were students from Austria, Germany, Russia, Finland, the United States of America, India, and the Argentine Republic.

The University Extension Board have decided again to arrange a short training course for lecturers, to be held in the Summer Term. The course will consist of ten weekly meetings, on Mondays, from 6 p.m. till 8 p.m., and will begin on Monday, April 27th, 1908, at 6 p.m. Four lectures on "The Art of Lecturing" will be given by Prof. John Adams, M.A., B.Sc., Professor of Education in the University, and four lectures and demonstrations on "The Management of the Voice," by H. H. Hulbert, Esq., M.A. (Oxon.), M.R.C.S., L.R.C.P., Lecturer on Voice Training at the London Day Training College, and for the London County Council. These will be followed by six meetings for practical work in voice production and lecturing. The inclusive fee will be £1. 10s. All the lectures and most of the meetings for discussion and practice will be held in the University of London, Imperial Institute Road, South Kensington, S.W.

In the pass list of the Matriculation Examination there are 73 names in the first division and 707 in the second division.

A grant of £50 has been made by the Senate to meet the cost of the University exhibits in the forthcoming Franco-British Exhibition.

Dr. David Heron, M.A., and Miss E. M. Elderton have been re-appointed respectively Research Fellow and Research Scholar in the Francis Galton Laboratory for National Eugenics for the year 1908–9.

The following have been appointed Fellows of University College:—Mr. Henry Higgs, LL.B., Mr. Edward C. C. Baly, Dr. G. C. Chubb, Mr. Clive Cuthbertson, Dr. A. M. H. Gray, Mr. P. M. Heath, F.R.C.S., and Professor George R. Murray.

In order to meet the need for increased lecture-room and

laboratory accommodation, the Council have taken additional premises in York Place, to which the Department for Secondary Training will be moved at the beginning of the Easter Term. The lecture-rooms now appropriated to the use of the Training Department will thus be set free for general College purposes.

Dr. Henry Taylor Bovey, F.R.S., D.C.L., LL.D., Dean of the Faculty of Applied Science, and Professor of Civil Engineering at the McGill University, Montreal, and Honorary Fellow of Queens' College, Cambridge, has been appointed Rector of the Imperial College of Science and Technology at South Kensington.

Sir Edward Busk and Mr. C. A. Russell, K.C., have been appointed to represent the Senate on the Commission to be appointed under the King's College, London (Transfer), Act. The two representatives of King's College will be Sir Thomas Raleigh, K.C., and Mr. W. English Harrison, K.C. The fifth Commissioner, who will be Chairman, is to be appointed by his Majesty in Council.

The Mercers' Company have made a grant of £525 towards the fund which is being raised for the incorporation of King's College in the University of London.

MANCHESTER.

University News and Notes.

The Manchester University Press are about to inaugurate a "Classical Series" of its publications with a book called "The Secret of the Bacchae," by Mr. Gilbert Norwood, Assistant Lecturer in Classics at the University, and Fellow of St. John's College, Cambridge.

Among the forthcoming publications issued by the University of Manchester is one likely to be of special interest to students of Celtic. The late Professor Strachan left a work on Mediæval Welsh Grammar in an advanced condition at his death. The University of Manchester has arranged for the revision of the text by Professor Kuno Meyer, Ph.D., Reader in Celtic in the University of Liverpool; and the preparation of the glossary of the work by Mr. T. Lewis, in consultation with Professor Kuno Meyer.

The Treasury has again made a special grant of £1,200 for this year for the promotion of research and other special purposes in connection with the University.

Convocation has elected Mrs. Mary Tout, M.A., Mr. F. T. Swanwick, M.A., B.Sc., and Mr. C. T. Needham, B.A., as its representatives on the Court of Governors of the University.

OXFORD.

University News and Notes.

In memory of Sir Edwin Arnold there has been founded by public subscription at his College, University College, Oxford, a scholarship for the encouragement of the study of Oriental languages and literature, which is to be known as the Edwin Arnold Memorial Scholarship. While primarily for students of University College, it will be permissible to the Master and Fellows, failing a suitable candidate among the members of the College, to make an award to any member of the University. The regulations governing the foundation will shortly appear in the "University Gazette." Sir Edwin's regard for his College was very great, and the urn containing his ashes is deposited, in fulfilment of his long-expressed wish, in the chapel.

The annual report of the Forestry Department announces that St. John's College is about to add to the building already erected in the Parks Road further accommodation for the forest branch consisting of a lecture-room, a class-room, a museum, a library and a professor's room.

The Vice-Chancellor has received from Henry Wilde, D.C.L., the founder of the Wilde Readership in Mental Philosophy and of the John Locke Scholarship, the sum of £100 in aid of the work of the Committee of Anthropology.

Convocation has accepted the offer of Miss Mary W. Shillito to provide £800 for the purpose of providing a stipend for three years for Dr. Stephen Langdon, of Columbia University, as Reader in Assyrology and Comparative Semitic Philology. It is stated that if the experiment is successful Miss Shillito will continue the donation possibly on a larger scale.

Sir Charles Hubert Parry, Mus. Doc., has resigned the Professorship of Music in the University. Sir Hubert was appointed to succeed Sir John Stainer in the Chair of Music in 1899. He has been compelled to resign his present post owing to continued ill-health.

Mr. Percy Stafford Allen, M.A., of Corpus Christi College, has been elected to a Fellowship at Merton College under the clause in the College Statutes authorising the College to elect

"any person whose attainments in literature, science, or art qualify him in the judgment of the College for election as a Fellow." Mr. Allen, in accepting the Fellowship, has undertaken to continue his edition of the Letters of Erasmus.

The honorary degree of Doctor of Letters has been conferred upon Charles Montagu Doughty, Honorary Fellow of Gonville and Caius College, Cambridge, the author of "Travels in Arabia Deserta."

The honorary degree of M.A. has been conferred upon Nicol Finlayson Mackenzie, M.Inst.C.E., Instructor in Surveying.

Mr. Benjamin Kidd has been appointed to deliver the Herbert Spencer Lecture next term.

ST. ANDREWS.

University Notes.

At a recent meeting of the University Court a resolution was unanimously adopted expressing their great regret at the death of Dr. James Bell Pettigrew, who for 33 years had been Chandos Professor of Medicine and Anatomy in the University. It was resolved to express to Mrs. Bell Pettigrew the heartiest thanks of the Court for the generous and munificent gift of £6,000, which she is to bestow on the University in memory of her husband; and to assure her that the Court will be able, through the gift, to erect a commodious and well-arranged museum, which they will associate with the name of Professor Bell Pettigrew.

It was explained that, by an ordinance of the University Court, passed in 1900, it had been provided that the Chandos Professorship of Medicine, which, the University Commissioners had enacted, should come to an end at the termination of Professor Bell Pettigrew's tenure of the Chair, should be continued, after his death, as a Professorship of Physiology. The Court remitted to the Business and Finance Committee to draw up a statement of the terms and conditions of appointment of a professor to the new chair, and to defer taking any further step towards the appointment until these have been considered.

Professor Bosanquet has announced that it is his intention to resign the Chair of Moral Philosophy at the end of the current academical year. The Court has remitted to the Business and Finance Committee, in view of the approaching vacancy, to draw up a statement of the duties attached to the Chair, deferring any further action towards electing a professor until that statement had been submitted.

Reviews.

PHILOSOPHY.

THE THEORY OF GOOD AND EVIL. By Hastings Rashdall. 2 vols. Clarendon Press, 1907.

Dr. Rashdall dedicates two volumes of Ethics to the memory of his teachers, Thomas Hill Green and Henry Sidgwick, and this dedication is the key to his whole philosophy. He has endeavoured to combine the intuitionism of Sidgwick with the wide idealistic conception of the good. With Sidgwick he says that we have an immediate intuition that certain things are good, but while Sidgwick had this intuition only about pleasure, Rashdall has it also about a great many other things. Thus we can sum up the whole philosophy in one sentence, there are many good things, and that is all there is to be said about them. To this there is to be attached the subordinate proposition that acts are right according as they tend to produce a complex good, the elements in which are severally valued by the above intuition. Now in a sense it must be admitted that all thought is intuition, each step in advance is a jump or rather a sudden grasp at the new truth. But just as truly may it be said that every step is resolvable into an infinite number of minor steps. When we reconsider the most successful argument we find that we have omitted step after step, that each concept can be re-analysed, each process split up into subordinate processes. Yet each of the big steps and each of the little steps alike are independent, immediate intuitions. We grasp each truth at one blow as it comes into focus, and each truth brings into focus a new or a fuller truth. Thus it is mere idleness to say that any one intuition is ultimate and un-analysable, it is a futile attempt to put a spoke in the revolving wheels of thought. Moreover, Dr. Rashdall should be aware of this, say what he will by way of theory, his whole book is a mass of analysis and re-analysis of the very judgments that he holds to be ultimate intuitions. He shows himself in argument to be more of an idealist than his theory will allow him to be; his goods persist

in ranging themselves in the natural evolution of his thoughts, not merely as elements in a complex good, but as parts of an organising whole. Even for him the real good is not pleasure and virtue and happiness, but a happiness which is what it is not because it contains pleasure and virtue and beauty and the other goods, but because it is itself an organic unity of good. And why are we content to call happiness good or even the greatest good? Surely because we see in it transfigured virtue and transfigured pleasure and transfigured beauty; we aim at it because we feel that if we get happiness we shall get also all the rest. We believe it was Mr. Bertrand Russell who distinguished his intuitionism from idealism by saying that he and Mr. Moore looked on the world as a string of sausages, while the idealists looked on it as a merry-go-round. Dr. Rashdall, in trying to get hold of the string of sausages has found it beginning to revolve in his hands until it is no longer possible for him to distinguish the individual sausage from its brethren.

Perhaps the most valuable element in the general theory is the author's clear exposition of the truth that duty is our relation to the good we can achieve, or in simpler language, that when we say an action is right we mean that it tends to produce the greatest possible good. The cleavage between morality and teleology in action is due to imperfect generalisation which has become instinctive; the "commandments" have generated a "moral sense"—and the dictates of that moral sense are psychologically prior to the apperception of values. Thus the error of the Kantian intuitionists is that they have mistaken psychological for logical priority.

Dr. Rashdall discusses at great length the possibility of a calculus of good, and of course such a calculus is involved in his theory. It seems to us as if the elaboration of this argument is somewhat superfluous. We have always had a difficulty in understanding how anyone could deny that heterogenous goods are commensurable in face of the undoubted fact that we do possess in money a common standard of nearly all values. Even virtue comes under this head, for there is no doubt that the market value of an honest servant is greater than that of a dishonest one. A good character has its price; art, literature, education, are all to be obtained for money; they can be weighed in gold, and are, therefore, measured against food and lodging and the pleasures of the senses. We miss in Dr. Rashdall's book a clear statement of this fundamental argument, although it is obviously implied in his chapters on the subject.

Dr. Rashdall concludes with an appendix in which he gives us the Metaphysics which his Ethics implies. We must give him credit for saying that the necessity for such an appendix is only a practical one. It would have been better out of the way—if anything is truly without value it is metaphysics in a hurry. If we must speak the truth, Dr. Rashdall's metaphysics is not metaphysics at all, but a confession of faith. We refuse to discuss it: if the author had applied to it one half of the critical insight revealed in the rest of this work, he would have realised that nearly every conclusion he makes is a "non sequitur." It is, unfortunately, still true that for the philosopher construction begins where reason goes to sleep.

It is hopeless to attempt to do justice to two volumes of philosophy in a review. Perhaps we may sum up the general impression that this book conveys by saying that it is throughout interesting and suggestive though it reveals no great originality of treatment. Much might have been omitted with advantage as being merely commonplace; for example, the argument against Hedonism is simply the old inconclusive argument that has satisfied "greats" examiners for twenty years. Much again clamours for a thorough reconsideration—and by that we do not refer merely to the inherent endlessness of all thought that is philosoplic. For minds that are capable of critical differentiation there is much that is really illuminating to be found in these volumes.

T. G. R. D.

SOCIOLOGY.

"The Sociological Review." Vol. 1, No. 1. Sherratt and Hughes. 2s. 6d.

It is with particular pleasure that we extend our birthday wishes to the new Sociological Review. Its object is to make the work which is being done by the Sociological Society accessible to a wider public than was reached by the annual volume of "Papers" hitherto published. The first number leaves one in no doubt that the enterprise was worth undertaking. We do not know how far this number was deliberately intended to be a confession of faith, but the most striking feature of it is undoubtedly the catholicity of view which it presents. Clearly there is nothing that can be more fatal to

Sociology than any attempt to confine it at the onset to narrow limits. There must be no insisting on its "scientific" character; if there is one pitfall of which the Sociologist must beware it is that of making his science a departmental study carried on on lines analogous to those of the physical sciences. In this science at least we must start by being philosophic and be prepared to seize the truth wherever we can find it, content to leave the definition of our subject to the end. In the hands of those who have contributed to this number Sociology is safe from this danger at least. There is no neglect of special research but also there is throughout a clear perception of the essential coherence of knowledge, of the intense relevance of every kind of fact. This is shown in an unusually interesting manner in Mr. Fisher's brilliant essay on "The Sociological view of History," in which, starting from the special standpoint of the historian, he develops the truth that every form of understanding is universal and scientific, in other words, every knowledge of facts implies a knowledge of "laws." Thus, in the particular case, history and sociology are not exclusive but interlocking departments of knowledge. But the "Review" is not occupied solely with generalities, Prof. Westermarck's essay on Suicide is a careful collection of facts and is of quite unusual interest, and Mr. Beveridge's short study of the Unemployed Workmen Act has the familiar statistical look of the "scientific" school. We cannot go into detail on the various articles and reviews; with one exception, which we cannot well pass over, the general level of excellence is well sustained. We must mention however that in the fourteen pages of Mr. Morrison's essay on "The Criminal Problem" there is not a single fact that is not common knowledge and not a single idea which has not been put forward again and again. It is surely unnecessary to print stale matter about a subject which challenges the ingenuity of the explorer at every step. We should not omit to say that the "Review" is throughout readable and easily understood, it is free from all technicality and should appeal successfully to a wide public. If the high level of the first number is maintained the paper should have a great future before it.

LETTERS TO THE EDITOR.

To the Editor of the "University Review."

Municipal Technical School,
Suffolk Street, Birmingham.

DEAR SIR,—

In connection with the review of Price and Twiss's "Practical Organic Chemistry," which appeared in the *University Review* for January, I would point out that the book covers the Syllabus for the B.Sc. degree, and not simply for the Intermediate. Moreover, in no place do we express our indebtedness to Perkin and Kipping's "Organic Chemistry."

Yours faithfully,
T. SLATER PRICE.

[Our reviewer writes:—"The sentence to which Dr. Price refers in the latter part of his letter will be clearer if two words are added. We will add them now in italics, and the sentence then reads: "The book in not original, and the authors admit their indebtedness to the larger treatises, and especially, we notice *their indebtedness* to Perkin and Kipping's 'Organic Chemistry.'" This statement was based upon the similarity of certain passages in the two books."]

BOOKS RECEIVED.

Messrs. Geo. Bell & Co.:—
"Elementary Algebra." By W. M. Baker, M.A., and A. W. Bourne, M.A.

Messrs. Macmillan & Co.:—
"Introduction to Latin Prose." By G. W. Mitchell, M.A.
"James Thomson." By G. C. Macaulay. 2s. net.
"Linguistic Development and Education." By M. V. O'Shea. 5s. net.
"Graphics." By G. C. Turner, B.Sc. 6s. net.

Messrs. Lippincott & Co.:—
"International Clinics." Vol. iv.

Messrs. Nilsson & Co.:—
"Geographical Statistic Pocket Atlas." By Prof. Hickmann.

Messrs. Churchill & Co.:—
"The Functional Inertia of Living Matter." By Dr. F. Harris. 5s. net.

Messrs. Longmans & Co.:—
"Stoichiometry." By Sydney Young, F.R.S. 7s. 6d.

JAMES WOOLLEY SONS & CO. LTD.

CHEMICAL, PHYSICAL AND PHOTOGRAPHIC APPARATUS.

CHEMICALS AND REAGENTS.

CATALOGUES

FREE ON APPLICATION.

VICTORIA BRIDGE.
MANCHESTER.

APRIL—MAY, 1908

6d. net

The University Review

VOL. VI. No. 34.

PRINCIPAL CONTENTS.

The Relative Productivity of British and Irish Agriculturists - - - - Professor James Wilson.

The Supply of Clergy and the New Universities Rev. H. McNaught.

The Report of the Carnegie Trust.

Workpeople and the Universities.

Correspondence from Universities in the United States of America.

News from the Universities and Colleges of the United Kingdom

---

LONDON. SHERRATT & HUGHES.
CALCUTTA & SIMLA. THACKER, SPINK & CO.
AUSTRALIA. GEORGE ROBERTSON & CO. PROPRIETARY, LTD.

In 2 Vols. Now Ready £2. 2s. Od. net.

The Knights of England

A Complete Record from the Earliest Time to the Present Day of the Knights of all the Orders of Chivalry in England, Scotland, and Ireland, and of Knights Bachelors

BY

WM. A. SHAW, LITT.D.

Editor of the Calendar of Treasury Papers at H.M. Record Office; Author of the History of the English Church under the Commonwealth; Author of the History of Currency; etc.

INCORPORATING

A COMPLETE LIST OF KNIGHTS BACHELORS DUBBED IN IRELAND

Compiled by

G. D. BURTCHAELL, M.A., M.R.I.A.

Barrister-at-Law, Office of Arms, Ireland

Author of Genealogical Memoirs of the Members of Parliament for Kilkenny

Printed and Published for the

CENTRAL CHANCERY OF THE ORDERS OF KNIGHTHOOD

LORD CHAMBERLAIN'S OFFICE, ST. JAMES'S PALACE

SHERRATT AND HUGHES

LONDON 1906

A.G. Wilkinson E. W. Bowerman W.H. Turner H.H. Turner D.J. Shackleton Shall H. Hackewill J. Parkinson T. Herbert Warren H.B. Lees Smith Norman Bates Albert Mansbridge Arthur L. Smith Richard Campbell

A.S. Simon

THE JOINT COMMITTEE ON OXFORD UNIVERSITY AND WORKPEOPLE

The University Review

No. 34. VOL. VI. APRIL—MAY, 1908.

The Relative Productivity of British and Irish Agriculturists

BY

PROFESSOR JAMES WILSON.

Professor of Agriculture in the Royal College of Science, Dublin.

ACCORDING to the Census of 1901 the following were the numbers engaged in agriculture in Great Britain and in Ireland at that time: domestic servants and farmers' wives and daughters being excluded :—

	Great Britain			Ireland		
	Men	Women	Total	Men	Women	Total
Farmers and Graziers...	248,324	29,370	277,694	328,853	70,524	399,387
Farmers and Graziers' Sons or other male relatives assisting in the work of the farm...	106,715	—	106,715	214,261	—	214,261
Farm Bailiffs and Foremen	27,273	44	27,317	1,892	—	1,892
Shepherds	35,001	21	35,022	5,469	160	5,629
Agricultural Labourers or Farm Servants ...	657,545	31,747	689,292	212,183	14,059	226,242
Others	30,577	341	30,918	2,030	572	2,602
	1,105,435	61,523	1,166,958	764,688	85,325	850,013

That is to say: in 1901 there were 1,166,958 agriculturists in Britain, of whom five per cent. were women; and 850,013 in Ireland, of whom about ten per cent. were women. Assuming their numbers to have decreased since 1901 at the same rate as between 1891 and 1901, and remembering that about 25,000 Irish agriculturists spend half of each year in Britain, there are now about 1,100,000 agriculturists in Britain and 800,000 in Ireland. It will be noticed that in Ireland every second agriculturist is a farmer, in Britain every fourth: the remaining one in

Ireland and three in Britain being paid workmen and farmers' relatives.

The following tables are devised to show the total value of the crops produced in Great Britain and in Ireland. The first column shows the acreage under each crop in 1905, the last year for which the statistics are yet published; the second column shows the average yield over the 10 years 1895-1904, as estimated in the *Agricultural Returns* published by the Board of Agriculture; the third column shows the estimated value of an acre of each crop, and the fourth the total value of the whole of each crop in Great Britain and Ireland respectively. The two last columns are based upon the prices that have ruled for the last few years, rather than upon those of any one year. In estimating the value of a crop, items that are usually neglected are taken into account. For instance, in the case of a grain crop, light grain and chaff as well as straw and saleable grain are included.

GREAT BRITAIN.

	Acres grown in 1905	Average yield per acre 1895-1904	Value per acre £ s. d.	Value per crop £
Potatoes	608,473	5·83 tons	14 10 0	8,822,858
Turnips and Swedes ...	1,589,273	12·88 tons	6 10 0	10,330,274
Mangels	404,123	18.32 tons	11 0 0	4,445,353
Cabbage, Kohl Rabi, and Rape	179,226	—	6 10 0	1,164,969
Other Green Crops ...	159,518	—	6 10 0	1,036,867
Hops	48,967	8·64 cwts.	50 0 0	2,448,350
Wheat	1,796,995	30·56 bushels	7 10 0	13,477,462
Barley and Bere	1,713,664	32·82 bushels	6 10 0	11,138,816
Oats...	3,051,376	38·81 bushels	7 5 0	22,122,476
Rye	62,197	—	6 0 0	373,182
Beans	264,765	27·66 bushels	6 0 0	1,528,590
Peas...	175,235	26·30 bushels	6 10 0	1,139,027
Vetches or Tares	136,429	—	6 0 0	818,574
Flax...	441	—	6 0 0	2,646
Rotation Hay	2,189,286	28·89 cwts.	4 10 0	9,851,787
Rotation Pasture	2,288,232	—	1 10 0	3,432,348
Permanent Hay	4,688,520	23·23 cwts.	3 0 0	14,065,560
Permanent Pasture ..	12,511,974	—	1 10 0	18,767,961
Monntain, Bog, and Waste (say)	12,750,000	—	—	1,275,000
			Total...	£126,242,100

IRELAND.

	Acres grown in 1905	Average yield per acre 1895-1904	Value per acre £ s. d.	Value per crop £
Potatoes	616,755	4·13 tons	9 7 6	5,782,078
Turnips and Swedes ...	282,105	15·24 tons	7 12 6	2,151,050
Mangels	72,570	16·49 tons	9 18 0	718,443
Cabbage, Kohl Rabi, and Rape	45,695	—	7 0 0	319,865
Other Green Crops ...	24,682	—	7 0 0	172,774
Wheat	37,860	32·97 bushels	8 0 0	302,880
Barley and Bere	154,645	39·90 bushels	7 10 0	1,159,837
Oats...	1,066,806	44·74 bushels	7 15 0	8,267,746
Rye	10,155	—	6 0 0	60,930
Beans	1,471	37·68 bushels	7 0 0	10,297
Peas	253	25·74 bushels	6 5 0	1,581
Vetches or Tares	2,566	—	6 0 0	15,396
Flax	46,158	29·4 stones	10 0 0	461,580
Rotation Hay	628,635	43·35 cwts.	5 15 0	3,614,649
Rotation Pasture	626,478	—	1 15 0	1,096,336
Permanent Hay	1,665,871	46·85 cwts.	5 0 0	8,329,355
Permanent Pasture ...	9,971,518	—	1 15 0	17,450,156
Mountain, Bog, and Waste (say)	4,000,000	—	—	400,000
			Total...	£50,314,953

But the total value of the crops produced does not represent the total productivity of the agriculturists. A large part of the crops is converted into beef, butter, mutton, and other animal products before being sold, and its value is enhanced in the process. To get the total productivity we must add to the total value of the crops the sum they are enhanced by being converted into other products. This sum can only be estimated. But every method of conversion has not the same enhancing power. Mutton, sweet milk, and cheese, under good management, may add more than twenty per cent., but it is doubtful whether butter and "stores" approach this figure. The profits from pigs and poultry, for instance, are subject to great variation. If the bulk of their food consist of unsaleable farm products or household waste, then the value of the saleable foods they consume may be enhanced enormously; but if it consist entirely, or even largely, of saleable or purchased foods, then the conversion

of these into eggs and bacon may even result in loss. Besides, only a proportion of the crops of the farm are converted into animal products. In Britain, at an estimate, that proportion is about 70 per cent. If we say that British crops are enhanced by conversion about fifteen per cent. on their whole value, we shall probably be near the mark. In Ireland the management of stock yields a smaller profit, but considering that a larger proportion of the crops is converted into stock before being sold we may apply the same enhancing figure as for Great Britain.

That is to say: a hundred and twenty-six million pounds worth of crops are produced in Britain, fifty million pounds worth in Ireland. These figures have to be enhanced fifteen per cent. They then become :—

	Great Britain	Ireland
Value of Crops produced ...	£126,242,100	£50,314,953
Enhanced Value	18,936,315	7,547,243
Total ...	£145,178,415	£57,862,196

Remembering that there are 1,100,000 agriculturists in Britain and 800,000 in Ireland, then each British agriculturist produces £131. 19s. 4d. in crop and stock, while each Irish agriculturist produces £72. 6s. 3d.

This striking contrast is due to many causes, to enumerate which would be to enumerate all the differences between British and Irish agriculture: an impossible task. The chief points, however, where British and Irish agriculture differ may be named. They are (*a*) in general policy, (*b*) in size of holdings, (*c*) in the amount of capital invested, (*a*) in the quality of the labour, and (*e*) in the system of land tenure. But as these and most of the other points of difference are closely interwoven, and are generally the result of past conditions, their effect upon

the agriculture of the two countries will be brought out best by a short historical survey.

British agriculture is a development from the old Anglo-Saxon system, Irish from the old Celtic. The Anglo-Saxons brought their Germanic system with them to Britain. They planted their villages each in the midst of its own territory, and the land immediately around them was subjected to constant cultivation. In the earliest Anglo-Saxon times, there was a more primitive rotation or system of cropping; but, long before the Norman invasion, in the great majority of cases, the cultivated land was divided into three great fields and worked upon a three-course rotation of wheat the first year; beans, peas, or other grain the second; and fallow the third. Outside the tillage fields suitable areas were set aside as meadows and pastures, while the forest supplied timber and firewood and afforded shelter and food for swine and game. Fences or enclosures of any kind were unknown, excepting possibly in the case of the small "yard" or garden beside the farmer's cottage. Every free man, according to rank, in which there was but little disparity, had the right to so many acres of tillage land, to so much meadow, and to grazing or herding for so many cattle, sheep, and swine.

The tillage fields were laid out usually in rectangular plots, often called "lands" or "furlongs," which were normally 5½ yards broad and 220 yards long: the breadth determined probably by the length of the pole by which oxen at one time pulled the plough, and the length by the distance most approved for a furrow to be drawn by oxen. Four furlongs made an acre. If a man held an acre in a field, he was fortunate if he held it all in one place, in a bunch of four furlongs: more often he held it in separate furlongs in several parts of the field. If he held five acres he might hold them in five or in any number of places up to twenty; and, for a thousand years, the inconveniences of this arrangement were not realized.

The tillage land required a tremendous amount of labour: so much so that the herding of cattle, sheep, and pigs was frequently left to those who were mentally or physically weak. In the fallow year the village fields were ploughed never less than four times. The ploughs required usually eight bullocks and several men to work them. Eight or ten farmers, each owning one or two bullocks, combined to "horse" a plough. There was much spading, ditching, cleaning of water courses, cutting and carrying of fuel, thatching, and similar work to be done. Sowing, harvesting, saving the crop, threshing, and winnowing were all tedious processes Flax and hemp had to be cured, and grain to be malted. Tools and harness had to be made and repaired, and live stock, unless when they were at pasture, required constant attention. Thus tillage and the work it gave rise to were the chief occupation of the Anglo-Saxon farmers. Tillage was not only the kernel of their system; it was kernel and husk as well.

Somewhere in the Anglo-Saxon period the feudal system began. The leaders of a village community rose higher and higher above their fellows. They—the earls and lords, as they were called—surrounded themselves with thanes and other fighting men. They made the rest of the villagers pay tribute and work for them. They not only retained as their own the land they had inherited from their forefathers in the village, but they seized other lands in the forests and wastes beyond. They built castles and towers for themselves and reclaimed and cultivated the land beside them by the hands of their villagers and of slaves captured in war. They permitted their thanes, in consideration of assistance in war, to build smaller homesteads and to reclaim and cultivate land as they themselves were doing. Thus, in time, in addition to the fields and pastures of the village there came to be other fields and pastures belonging to the lords and their retainers, cultivated by the descendants of captured

slaves or cotters and enthralled villagers or villeins. The general system of management and cultivation, however, was the same in both cases.

The three field system dominated English agriculture till the middle of the eighteenth century. In some respects it had begun to give way two centuries earlier, but the real heart of the system was but slightly affected. The bonds laid upon it by feudalism were the first to slacken. Money began to be more powerful than men, and rents were paid in money instead of in labour and kind. The feudal lord was becoming a capitalist who managed his land to raise money rather than men. The wastefulness of divided and sub-divided occupation of the village fields and of unenclosed grazings began to be realised. The village fields and common grazings were not interfered with at first, but other untrammelled land in the landowner's possession was enclosed both for tillage and grazing purposes. Labour was thus saved both in tillage operations and in herding, and the improvement of live stock became possible. The three course rotation still prevailed, but, bye-and-bye, it became the custom on distant fields—in the "out-field," as it was called—to grow five or six grain crops in successive years, and then to leave the land alone for a similar period to recover itself.

But the collapse of the three-field system, and of the village community itself, was brought about by the introduction, about 1642, of two new crops, turnips and red clover, and by the discovery how to grow them, in Norfolk, about 1730. A new rotation to include those new crops was adopted, and, as it allowed a crop to be grown every year, and the land to be tilled as well as before, the old rotation which gave only two crops in three years was doomed. For this to be realized the two rotations need only be set down side by side.

Alf. Wilkinson
E. W. Bowman
W. H. Turner
H. H. Turner
D. J. Shackleton.
Shall
Hy Hackwith
J. Parkinson
T. Herbert Warren
H. B. Lees Smith
Thomas Kirkup
Albert Mansbridge
Arthur L. Smith
Richard Campbell
A. E. Zimmern.

THE JOINT COMMITTEE ON OXFORD UNIVERSITY AND WORKPEOPLE

The University Review

No. 34. VOL. VI. APRIL—MAY, 1908.

The Relative Productivity of British and Irish Agriculturists

BY

PROFESSOR JAMES WILSON.

Professor of Agriculture in the Royal College of Science, Dublin.

ACCORDING to the Census of 1901 the following were the numbers engaged in agriculture in Great Britain and in Ireland at that time: domestic servants and farmers' wives and daughters being excluded :—

	Great Britain			Ireland		
	Men	Women	Total	Men	Women	Total
Farmers and Graziers...	248,324	29,370	277,694	328,853	70,524	399,387
Farmers and Graziers' Sons or other male relatives assisting in the work of the farm...	106,715	—	106,715	214,261	—	214,261
Farm Bailiffs and Foremen	27,273	44	27,317	1,892	—	1,892
Shepherds	35,001	21	35,022	5,469	160	5,629
Agricultural Labourers or Farm Servants ...	657,545	31,747	689,292	212,183	14,059	226,242
Others	30,577	341	30,918	2,030	572	2,602
	1,105,435	61,523	1,166,958	764,688	85,325	850,013

That is to say: in 1901 there were 1,166,958 agriculturists in Britain, of whom five per cent. were women; and 850,013 in Ireland, of whom about ten per cent. were women. Assuming their numbers to have decreased since 1901 at the same rate as between 1891 and 1901, and remembering that about 25,000 Irish agriculturists spend half of each year in Britain, there are now about 1,100,000 agriculturists in Britain and 800,000 in Ireland. It will be noticed that in Ireland every second agriculturist is a farmer, in Britain every fourth: the remaining one in

A. G. Wilkinson
E. W. Bowerman
Will Turner
H. H. Turner
D. J. Shaudston.
Shall
Hu Hackwith
J. Parkinson
T. Herbert Warren
H. B. Lees Smith
Norman Bishop
Albert Marshbridge
Arthur L. Smith
Richard Campbell
A. E. Zimmern

THE JOINT COMMITTEE ON OXFORD UNIVERSITY AND WORKPEOPLE

The University Review

No. 34. VOL. VI. APRIL—MAY, 1908.

The Relative Productivity of British and Irish Agriculturists

BY

PROFESSOR JAMES WILSON.

Professor of Agriculture in the Royal College of Science, Dublin.

ACCORDING to the Census of 1901 the following were the numbers engaged in agriculture in Great Britain and in Ireland at that time: domestic servants and farmers' wives and daughters being excluded :—

	Great Britain			Ireland		
	Men	Women	Total	Men	Women	Total
Farmers and Graziers...	248,324	29,370	277,694	328,853	70,524	399,387
Farmers and Graziers' Sons or other male relatives assisting in the work of the farm...	106,715	—	106,715	214,261	—	214,261
Farm Bailiffs and Foremen	27,273	44	27,317	1,892	—	1,892
Shepherds	35,001	21	35,022	5,469	160	5,629
Agricultural Labourers or Farm Servants ...	657,545	31,747	689,292	212,183	14,059	226,242
Others	30,577	341	30,918	2,030	572	2,602
	1,105,435	61,523	1,166,958	764,688	85,325	850,013

That is to say: in 1901 there were 1,166,958 agriculturists in Britain, of whom five per cent. were women; and 850,013 in Ireland, of whom about ten per cent. were women. Assuming their numbers to have decreased since 1901 at the same rate as between 1891 and 1901, and remembering that about 25,000 Irish agriculturists spend half of each year in Britain, there are now about 1,100,000 agriculturists in Britain and 800,000 in Ireland. It will be noticed that in Ireland every second agriculturist is a farmer, in Britain every fourth: the remaining one in

the average holding is still much less than in Britain. Leaving out mountain, bog, and waste, the average holding of agricultural land extends to 28·6 acres, as against 63 in Britain. Some farmers have more than one holding, but even so, the average area of agricultural land held by Irish farmers is only about 38 acres. If we take 50 acres as the very smallest area that will allow a farmer to make economical use of capital, labour, machinery, and brains, and to work upon the division of labour principle, then about 80 per cent of the farmers and 50 per cent of the land in Ireland are competing at a disadvantage against the larger farms and farmers in Great Britain and America.

It has been already mentioned that the Irish have all along been graziers rather than tillers. The following table will show the relative proportions of grazing and of tilled and untilled agricultural land in Ireland and Britain at the present time. It is compiled from the "Agricultural Returns" for 1905.

	Ireland		Great Britain	
	Acreage under each class of crop	Percentage of the whole	Acreage under each class of crop	Percentage of the whole
Tilled Land.				
Grain and Straw crops	1,319,914	8·6	7,191,102	22·3
Green crops, Root crops, Fallow, etc....	1,046,002	6·9	3,338,893	10·4
Rotation Hay ...	628,635	4·1	2,189,286	6·8
Rotation Pasture ...	626,478	4·1	2,288,232	7·1
Untilled Land.				
Permanent Hay ...	1,665,871	10·9	4,688,520	14·6
Permanent Pasture ...	9,971,518	65·4	12,511,974	38·8
Total ...	15,258,418	100·0	32,208,007	100·0

The significance of this hereditary grazing policy has not yet been fully realized, either historically as the result of previous conditions, or economically as affecting the present and the future prosperity of the country. In Britain there are vast areas now in grass that once were

tilled—the capital invested in them at one time yielding only a small return—but generally they are either the least productive lands driven out of cultivation by machinery and steamboats and better productive conditions in other countries, or they are the extra fields required now to graze the great numbers of animals maintained by the consumption of imported feeding stuffs. In Ireland, on the other hand, the very best of the land is in pasture. During a part of last century far more of it was tilled than now, but, never having been fully equipped, its establishment as tillage land was never secure.

The effect of the grazing policy is to put a serious restriction not only upon the kind but also upon the quality of the produce to be put upon the market. It must be cattle and sheep and their products; and, although lack of housing may not prevent sheep being sold ready for the butcher, that, along with the short supply of roots and other winter food, determines that the bovine products must be chiefly store cattle and summer-made butter. Not only so, but these same conditions, by lowering the condition of cattle in winter detract from their progress in summer as well. It is often maintained that grazing in Ireland, although less productive, is more profitable than tillage: that is, that an output of three pounds or so to the statute acre yields more profit than an output of ten or twelve; a phenomenon somewhat unusual in business. It is pointed out that Irish grazing is the best in the world. Yes; but the same land is the most productive for other crops also; for roots and fodder especially.

In the seventeenth century the "plantation" of Ulster took place. Grants of land were made to some public bodies, and similar inducements were held out to Scots and English officers of the landowning class to settle in the country. They, in turn, by offering their land at tempting rents induced other Scotsmen and Englishmen of the farming class to come over as tenants. The land

was almost in a state of nature, and the landowners having little or no other capital, the labour and cost of reclaiming the land fell almost entirely upon the tenants. Just as in England and Scotland, rents began to be raised; not, however, without strong protest that it was unfair, since all that was in the land, excepting the land itself, had been put there by the tenants and their forefathers. The Ulster protest was more successful than similar protests in England and Scotland; no doubt because the Ulster tenants had a clearer case, a case at any rate more easily proved, and because removed now from Scotland and England by generations they were also removed from some of the feudalistic ideas that still existed in those countries. The tenants' contention came to be admitted partially. On quitting his holding a tenant could sell his share in its value—his *tenant right*—to another, and he could not be evicted without compensation so long as he paid his rent. The tenant right was very often depreciated and sometimes abolished by the rent being raised sufficiently high, or by the landlord refusing to accept as tenant the man to whom the outgoing tenant had agreed to sell; but, ere long, public opinion became so strong against it that even rent-raising occurred less frequently. These Ulster customs were established by law in Ulster in 1870. The tenants, however, still contested the right of the landowners to raise the rents; and the law of the three Fs, viz., free sale of tenant right, fixity of tenure, and fair rents, was made law, not only in Ulster but in the whole of Ireland, in 1881.

The landowners were declared owners of the land alone, the tenants of the rest of the invested capital. As a result of the tenant-right system the agriculture of Ulster contrasted strongly with that of the rest of Ireland. Knowing that what they put into the land could not easily be taken from them there was proportionally far more capital invested in their land by Ulster tenants than was invested in other Irish land by landlords and tenants

together. Ulster was dotted with tillage and homesteads while the rest of Ireland was lying in pasture and meadow.

But the tenant-right system, from which it is but a step to occupying ownership, has some drawbacks that are all the more serious as they do not appear upon the surface. The tenant is the owner not only of the permanent but also of the working capital upon his farm. All "improvements" made in the past are his; so also are all to be made in the future. They must be made with the capital at his command. True he can borrow upon the security of his farm, but he cannot pledge it up to its full value. Thus, in contrast with an English or Scots farmer, there is always a part of the Irish farmer's capital which can never be employed either in making a permanent improvement or in extending his proper business as a farmer, and capital laid out for either of these ends is always capital withdrawn from the other. And this condition is more serious to the incoming than to the sitting tenant, more especially if some part of the previous equipment of a farm has to be adjusted to the kind of business for which the incoming tenant is best fitted. But the great value of a tenant right is the most serious drawback—£12 to £15 a statute acre are by no means unusual. The result is that, through farmers or their representatives who wish to sell setting so high a value upon their farms, and farmers who wish to buy setting an equally high value upon their money, changes of ownership are comparatively infrequent. Farms remain in a family for generations, no matter how they are farmed. The law of the survival of the fittest is not allowed full play. It takes a long time for a small farmer, or several generations of small farmers, to become large farmers. And, if it is difficult for a small farmer to become a large farmer, is is almost impossible for a labourer to become a farmer at all. The chances against the farming class being recruited from the labouring class are enormous.

Indeed, the most serious problem in Irish agriculture is the problem of the labourer. The grazing system demands neither a large nor a constant supply of labour. In the tillage districts more especially many labourers can count upon employment throughout the year, but a very great number are certain of only casual employment, at one time from one farmer, at another from another, and many a time from no farmer at all. There are few farms with labourers' cottages attached, and thus there are few labourers for whom it is a farmer's interest to find constant employment. The labourers' cottages stand far away from the farmer's homestead. The labourers live chiefly in rented unattached cottages belonging to strangers, sometimes to the rural district council. Thus the labourers' children have little chance of learning while they are still young to become good farm workmen: a matter that does not affect agriculture alone, for young men who have learned to do farm work well can also learn to do other work well. Like the farmer to his land, the labourer is chained to his cottage, more especially if it has a piece of land attached. Even if he be a good workman, competition for his labour is confined to the farmers near him. A farmer at a distance may offer him a higher wage but he cannot ensure him a cottage. A connection might be traced between the low wages of Irish agricultural labourers and the low productivity of Irish agriculturists as a whole. On the other hand the following table might be quoted to show how little there is for the labourer to do.

	Area worked per Irish Agriculturist	Area worked per British Agriculturist
Tillage	4·53 acres	13·64 acres
Permanent Meadow	2·08 ,,	4·26 ,,
Permanent Pasture...	12·46 ,,	11·37 ,,
Total ...	19·07 acres	29·28 acres

JAMES WILSON.

The Supply of Clergy and the New Universities.

BY

REV. H. McNAUGHT, M.A.

In this article an attempt is made to consider certain aspects of the present situation with regard to the supply of clergy, but solely from the point of view of the Church of England. No disparagement is implied of the work of religious bodies organised apart from the English Church. The limitation is due partly to the restricted knowledge of the writer, who cannot claim to have any acquaintance with facts other than those directly connected with the work of the Anglican Church, partly also to the fact that the ideal in the mind of the Church (being the National Church) ever impels her to strive to serve all who will accept her ministrations in things spiritual. No pretence is made in the following pages of original research, the object is simply to present a convenient summary of a few facts and problems brought to light by experts in recent publications and discussions.

THE DEARTH. The outstanding feature is the dearth of clergy, the shortage below the number actually required for due efficiency. This scarcity is sometimes challenged by the statement that amalgamation of incumbencies and a redistribution of living agents are alone necessary. Impartial investigation of the facts will not support this contention.*

Taking England and Wales as a whole, there is one

* It is true that in 1906 the Archdeacon reported that in the Province of Canterbury 730 benefices might well be united. This reform would set free 365 Clergy, and a smaller number might be added for the Northern Province, which would wipe off some of the accumulated arrears. The main problem would still remain untouched.

parochial clergyman to every 1,589 people; in the London diocese, 1 to 2,600; in Manchester, 1 to 3,270. To bring the Manchester Diocese up to the standard of London 280 more clergy are needed at once, but to reach the average of England and Wales the existing number of clergy in the diocese should be doubled, *i.e.*, increased by nearly a 1,000.*

Manchester may be thought exceptional as regards both the scanty supply of clergy and also its size, possessing as it does a population of 3,000,000, —the largest diocese in the kingdom with the exception of London. But the same lack of men is markedly prevalent elsewhere, even if in a smaller degree. Opinions differ as to the ratio required under diverse conditions. In congested industrial areas the proportion is usually calculated on the basis of one clergyman to 3,000 people, a standard dictated by immediate practicability rather than any ideal of efficiency, and condemned by results as too low. In widely scattered country districts such a proportion is utterly inadequate. Whatever standard be finally adopted, it should be elastic, adapted to populations of varying density, conditioned by the nature and character of the work, and not by a counsel of despair, but fixed with a due regard for a high ideal. Undoubtedly under-staffing and over-staffing will always exist to a certain extent in different areas. At present the latter, except in a few country districts, is conspicuous by its absence. The former is testified by the unsatisfactory condition of Church work, stationary statistics, the number of clerical posts vacant, the rise in salaries of stipendiary curates. The direct result on the lives of those clergy who are alive to the true state of affairs is a constant spiritual overstrain caused by the effort of each to do two men's work, and in consequence, a loss of heart and enthusiasm, of spiritual influence and power, which reacts upon the general body.

* Canon J. J. Scott. Paper read at Manchester Diocesan Conference, 1907.

CAUSES OF THE DEARTH. The immediate cause is not far to seek. The ranks of the clergy at home are depleted every year by resignation and death, and the ever increasing demands of the Church abroad. The latter is a most important factor. No true view of the problem can be obtained, and no lasting remedy found without allowing it due weight. Imperialism lays its burdens on the Church as well as on the State. The work of the Church at home and abroad is in principle and practice essentially one. Confirmation of this is afforded by the unique gathering of the Pan-Anglican Congress in London in June of this year. Many of the 251 dioceses of the Anglican Communion are looking more and more to the Home Church for the supply of its ablest men. Also the population here at home increases annually by over 300,000.

To cope with these needs, therefore, it is not sufficient that a fixed number of men should be ordained each year to fill up the gaps. The number should steadily increase. The exact total required is difficult to estimate. It has been demonstrated that about 500 are needed to fill up the gaps caused by the falling out from the ranks of the home ministry.* Allowing roughly 200 for the natural growth of population, and 100 at least for the maintenance and extension of the Church abroad we arrive approximately at 800. By a more liberal estimate a well qualified expert would calculate it at 1,000.

Now examination of ordination statistics reveals the fact that only once has even this lower estimate been actually reached in the whole history of the English Church, viz., in 1886. Up to 1886 the annual output of ordinands increased to a final maximum of 814. Since then there has been, with slight fluctuations, a steady

* Church of England Year Book, 1907, p. 587.

decrease to 569. For the last 7 years the total has been somewhat stationary with a tendency to rise again.*

The striking disparity between the standard once reached and the succeeding persistent shrinkage measures fairly accurately the steady decline in efficiency and the inability to grapple with the natural growth of the work. It means that if the ratio of clergy to population at home in 1886, and to the constantly increasing demands had been maintained, nearly 4,000 more men would have been ordained in the interval than has actually been the case. The Church naturally feels the pinch of this loss severely. Perhaps not all of these could have been usefully absorbed, but unfortunately the opportunity has not been afforded.

ROOT CAUSES OF THE SHORTAGE. The question at once arises as to the determining factors restricting the supply. Generally, it may be said, the source from which the bulk of men have hitherto been drawn is drying up, and new sources have not been plentifully tapped. Men do not come from the Public Schools and better Grammar Schools in the customary quantity. Many causes contribute to the drought. These may be arranged under two heads. (1) The lack of a sense of vocation in the individual. (2) Difficulties and hindrances in the way of accomplishing an incipient vocation.

(1) When a sense of vocation is gradually forming in a young man, it is met by the temper of the age, the tendency to luxury and self-pleasing, the dislike of

* The actual figures are :—

1879	677	.....	1889	777	.....	1898	638
1880	679	.....	1890	746	.....	1899	661
1881	713	.....	1891	745	.....	1900	650
1882	729	.....	1892	737	.....	1901	569
1883	781	.....	1893	747	.....	1902	576
1884	759	.....	1894	684	.....	1903	594
1885	783	.....	1895	720	.....	1904	569
1886	814	.....	1896	704	.....	1905	624
1887	771	.....	1897	652	.....	1906	587
1888	739						

self-denial and continuous altruistic devotion, a widely prevalent spirit only too surely tending to stifle a budding enthusiasm. Other openings in life, in commerce, science, law, engineering, medicine, education, the civil service, offer tempting baits of better material prospects with a wide sphere of usefulness. Besides, and here is a fundamentally weak spot, the Church has "no system of recruiting, no method of calling men to the work." Too much is left to chance, that is to individuals who may or may not endeavour to stimulate a sense of vocation in the young, and many a rising desire fails to reach maturity just for lack of guidance and inspiration in its earlier stages. It is to be feared that schoolmasters and teachers "do not place the Christian ministry as a noble calling" before their pupils. Still less must this be the case now that fewer schoolmasters and university tutors are clergy. The unfortunate and illogical impression prevails that at 14, 15, or 16 years of age a boy can be called to any other work in life, *e.g.*, Army, Navy, &c., but not to the special work of the ministry. Many vocations accordingly die out simply for want of encouragement.

Some will hold back out of reverence for such a high calling; others are affected by that attitude of mind which shrinks from what is supposed to be denoted by "clericalism" or "ecclesiasticism." As one writer says,* "there are spiritually-qualified laymen who regard the clergy as a separate caste, too professional in their methods and tone to make men believe that eternal realities are real, too unpractical in ordinary matters to influence a severely practical age, too self-regarding to be exponents of the Cross, and too narrow and punctilious in their outlook to be real statesmen in the Kingdom of God." Whatever truth there is in this view, we believe the grounds for it are sensibly disappearing, but still the idea exists, and unquestionably acts as a deterrent amongst the older men. There is a want of conception of

* Rev. D. H. D. Wilkinson "Pan-Anglican Papers," Group S.C.I.

the true nobility of a priest's life, rightly lived. People think that the Church is seeking ecclesiastical aggrandisement rather than social righteousness and justice and the regeneration of the whole man, body, soul and spirit. There is little in the routine of parish work to strike the imagination or kindle the enthusiasm of the young, and it should be remembered that ideals must of necessity be shaped largely by the current views of those at home and elsewhere, with whom they come in daily contact. The surrounding atmosphere, therefore, is unfavourable to the growth of a nascent vocation, but there is abundant evidence, *e.g.*, in the Student Volunteer Missionary Union and in other directions, that there "is a splendid enthusiasm lying dormant in our colleges, universities, and elsewhere, waiting for a kindred spirit" to rouse it, and direct it into the right channels.

(2) On the other hand, if the desire to seek Holy Orders surmounts the initial difficulties, and crystallises into definite shape, other hindrances have to be faced. The parental factor is strong. If favourable, yet the financial cost of the preparatory training is often an insurmountable obstacle. Large classes of society are at once debarred. Many clergy and professional men cannot afford to support and educate their sons until the canonical age of 23. But also persistent parental discouragement has to be reckoned with. The old-time tradition that one son in a large family should be ordained has nearly departed. Numbers of persons view askance the clerical profession, with its comparatively poor remuneration, and the absence of any assured material prospects. Many "livings" are only "starvings." Promotion in such cases goes only to men with private means, and is well described as a "sweated industry."

Unbusinesslike methods of administration, and an erratic system of promotion, influenced largely by party and private interests, have a chilling effect on the parental mind. There is a strong feeling that merit is

not impartially rewarded, and that appointments are made capriciously. Diocesan statistics bear this out. Perusal of the official calendar of one diocese shews that of the incumbents at work in one year, 4 were appointed to their first living after one year's service, 9 after 2, 22 after 3, 36 after 4, 36 after 5, 42 after 6, 46 after 7, 56 after 8, 53 after 9, 37 after 10, 35 after 11, 37 after 12, 31 after 13, 19 after 14, 25 after 15, 15 after 16, 9 after 17, 10 after 18, 12 after 19, 4 after 20, and 4 after 21 years' service. From these figures we deduce that the likelihood of promotion is highest at the end of 8 years, and then steadily decreases to zero at the close of 22. It makes large demands on the lay mind to believe that such is consistent with the weight that should be attached to wide experience, and knowledge of character and life requisite for real pastoral work, the wise guidance and direction of souls, coupled with the skilful administration of Church affairs.

Again when these deterring influences are absent or have been overcome, if a consciousness of vocation has developed comparatively late, men are discouraged by the Church authorites to offer themselves for the ministry, youth being preferred. On the whole this is a sound policy. The question is, should it be so rigidly applied?

But even when a man is not too old by present standards to be ordained, it is felt to be unfitting and a great hardship that a classical education should be insisted on as essential, and a sound business training or a scientific education combined with general culture, already acquired, count for nothing. No wonder thinking men ask, "is it possible that lack of elasticity in our educational requirements hinders the response to the Holy Spirit's vocation?"

Still another potent solvent of a conscious calling is modern criticism. At home, in daily life, in current literature or at the colleges or universities exists an

atmosphere of religious uncertainty and theological unrest. Historic facts and standards of belief and even fundamental verities are subjected to a merciless investigation. To the mind of a young man, easily susceptible to such influences, all seems in a state of flux. Some vocations become thereby permanently dissolved. Others emerge sounder, stronger, purified and more vigorous for the process of testing. But when at last a man has found solid rock whereon to stand, and with unshakeable conviction holds the message he is called to give, often it is too late for ordination. Yet these thoughtful men, the source of whose power is a reasoned faith verified by experience rather than inherited tradition, are specially needed for the Church's ministry.

REMEDIES. These facts are slowly impressing themselves on the Church's conscience and remedies are being sought. But it cannot be too constantly insisted on that if good men of the right kind are to be drawn into the ministry in adequate numbers, reforms must be thorough and far-reaching. The Church must clearly define her high purposes and ideals, and appeal for the best that her sons can give, and she will not appeal in vain. She must demonstrate her adaptability to new and changing conditions, especially the problem of the unbeneficed clergy. An increase in the number of livings, or of sole charges in which men of tried worth and experience may have scope for freely using the gifts they possess, better remuneration, security of tenure, a system of pensions, fairer promotion; a large introduction of the lay element into councils and financial administration; sub-division of dioceses and in consequence the closer personal touch between a bishop and his clergy; these would go a long way towards increasing the Church's efficiency and removing many of the hindrances which prevent the ranks from being adequately filled. They open up a field for discussion too wide for consideration here. But we will consider one special point—

FREE ACCESS TO THE MINISTRY—for those who are called and duly qualified. The stigma must be removed that the Church has "a class ministry with a money qualification." Besides narrowing the priesthood, it savours too much of simony. Straitened circumstances alone should be no bar to Holy Orders. The Catholicity of the Church demands and requires the devotion and service of every class or section of society. The method adopted is to provide funds wholly or in part to defray the cost of training suitable candidates. This is no novel departure. Centuries ago schools and colleges were built and scholarships founded for the purpose of training the sons of poor men for the ministry. It was the Church's educational ladder to the priesthood. But endowments have been secularised and scholarships thrown open to competition, in which the poor student is heavily handicapped, and the Church has to erect the ladder afresh.

Of existing funds some are general, others local; some are restricted to foreign service, others to home work, others supply men for both. Candidates for service abroad are supported by the Archbishop of Canterbury's Oxford and Cambridge Fund, the Society for the Propagation of the Gospel Candidates Fund, the Church Missionary Society, and various Diocesan Missionary Studentship Associations.

Men are aided for home work by diocesan funds raised specially for the purpose, more or less under the auspices of the bishop, the Ordination Candidates Exhibition Fund of the Additional Curates Society, the College of the Resurrection, Mirfield, the Society of the Sacred Mission, Kelham, S. Chad's Hall, Durham, &c.* Scholarships are also offered by various university, theological, and missionary colleges.†

Of 21 men now being helped by the Archbishop of

* For a complete list see "The Church of England Year Book."

† Diocesan Funds are in operation in about 20 dioceses, and are training 220 men approximately of whom 50 per cent. are at the Universities.

Canterbury's Fund, all are studying for degrees at Oxford and Cambridge, most of them for Honours; all Exhibitioners come from the great public schools. Of those assisted by the S.P.G., 17 are Archbishop's Exhibitioners, and 46 others together with the bulk of the men supported by the Church Missionary Society and the Missionary Studentship Associations are at missionary colleges.

The Additional Curates Society Ordination Candidates Fund has 100 students on the Exhibition List. 36 are at Oxford, 29 at Cambridge, 9 at Durham, and the remaining 26 at various recognised theological colleges. Since the foundation of the fund in 1883, assistance has been given to 1,100 men. Canon Petit, the Secretary, has organised a special additional effort to interest individual donors in the needs of individual candidates, so reviving the time-honoured system of "patronage." In the last 5 years 114 men have thus been enabled to be trained at a cost of over £14,000, 87 presented themselves for Ordination with a degree.

There appear to be about 45 Missionary Studentship Associations now at work training 110 candidates for foreign service. Since the initiation of the movement over 1,400 students have been assisted thereby. The College of the Sacred Mission, Kelham, is a training institution under the supervision of the Rev. H. Kelly, the pioneer in this new and rapidly developing work of aiding men to fulfil their vocation. Over 80 students are in residence, undergoing a 6 years' course, but not all are destined for Holy Orders. 18 years' experience at Kelham is elucidating the soundest principles of selection, the scope and difficulties of the situation, and how best to meet them.

In 1902 a Hostel was opened at Hooton Pagnell for men from twenty to twenty-five years of age preparing for the entrance examinations at Durham. Having passed, they proceed to S. Chad's Hall, Durham, to

graduate. 28 are at Durham, 14 at Hooton Pagnell. None have ever failed to obtain their degrees, several in honours, while a very large percentage of scholarships and prizes falls to S. Chad's men. This speaks for itself.

From the point of view of the newer universities, the College of the Resurrection, at Mirfield, is the most interesting experiment of all. Students with a sound elementary knowledge of Latin and Greek are received at the age of eighteen or nineteen for a minimum course of five years. Normally three years are spent after matriculation in taking an Arts degree at Leeds University, and the last two at Mirfield in special theological study and systematic training for the life and work of the ministry. 49 men are at Mirfield, and 12 in the Leeds Hostel. Candidates are selected with the greatest possible care from a large number of applicants, and are subject to a continual process of sifting throughout their whole course. This is the only sound basis of working, for while the provision of free access to the ministry is right in principle, serious dangers lurk in its application. Not every applicant who believes he is genuinely called is necessarily fit and qualified. The reality of the vocation requires thorough and repeated testing, and if the man cannot fulfil the test it is best for him, as well as for the perfection of the Church's work, that he should proceed no further. Experience bears witness that the higher the demand, the better the standard attained. Summarising these results, and taking no account of help rendered privately, it is evident that considerable financial assistance is annually afforded to ordinands. Perhaps it would total £30,000. Three times as much would be money well spent.

Prevalence of a Sense of Vocation. Applications for assistance towards ministerial preparation are remarkably numerous, testifying to a widespread sense of vocation in hitherto unsuspected quarters, *e.g.* Kelham, Mirfield, and S. Chad's each average about 300 per

annum, not more than 10 per cent. of which can be accepted, solely owing to lack of funds. Not every aspirant is acceptable, but careful calculation estimates that at least 400 selected men are obtainable annually if requisite means be forthcoming. Applications should be encouraged rather than discouraged, so widening the field of selection and making it possible to choose only the most fit.

THE STANDARD ACHIEVED. If the question be asked whether the very best men are being obtained by these means, one most qualified to judge rather doubts it.* A good average is secured, but not the best. Not that this is an inherent fault of the system, but merely that the best, from not easily discoverable reasons, do not offer themselves in appreciable numbers. As to what is meant by "best," opinions widely differ. Earnestness and religious devotion are naturally essential, but by themselves "they are marks of the desire to do good rather than of the power to do it." "Best" would surely include, in addition to powerful spiritual influence, intellectual ability, tact, and sympathy, and gifts of leadership and administration. There is good ground for hope and confidence that such men will come forward in time in larger numbers, when displaceable and incongruous hindrances are removed. The highest Church authorities unanimously agree that the standard exacted must be raised rather than lowered, in order to keep pace with the spread of education among people generally.

PROBABLE METHODS OF DEVELOPMENT. On what lines is this new departure in the Church's work likely to proceed? Some who label it "eleemosynary" consider that desirable limits have already been reached, and fear that the ministry will be swamped by the products of "assisted" education. It is a matter of expediency, to be wisely directed by patiently tested results, for there is

* Rev. H. Kelly, Kelham Annual Report, 1906.

no difference in principle between the provision of maintenance by the Church before and after ordination. All other communions have adopted the system. Only the Church, slow to adapt herself to new conditions and problems, is lukewarm and in two minds about it. If the purpose to encourage and secure the best possible men be kept steadily in view, and no lowering of standard be allowed, the system need not be looked at askance, but deserves hearty and enthusiastic support. Its keenest advocates are men of the greatest moral and spiritual force in the Church to-day. And the means that secured Richard Hooker and many another to uplift and vitalise the Church and nation hardly need special pleading to win acceptance.

THE NEW UNIVERSITIES. Far-seeing eyes look for the system, as it developes, to gravitate into much closer relationship with the newer universities. A beginning—one which is considered almost ideal—has been made at Leeds. Why should there not be a great and similar extension elsewhere? Professor Tout pressed this view on the attention of the Manchester Diocesan Conference last year, particularly with reference to Manchester University. The appeal met with almost unanimous approval. The practical fruits remain yet to be seen. The days are past when the hallmark of an Oxford or Cambridge degree was counted essential for the clergy. Modern universities are well able to provide a thorough and liberal education, and ways can be devised to secure the necessary additional and special theological training. Aloofness has rather characterised the Church's attitude to the newer universities. Is this good for either? Should not each contribute to the other's well-being? Is it wise, even if regarded only from the standpoint of securing and training ordination candidates?

To what extent modern centres of learning should be a normal recruiting ground for the ministry is problematical. Vocations should usually be definitely shaping

before students enter on a university career, frequently long before. The best results are not generally obtained if the vital decision is deferred until after graduation. But at least the universities should be utilised to the full for providing the preliminary foundation of a thorough and liberal education upon which the needful superstructure can be erected. The trend of opinion regards the natural function of the theological college to be the provision, not of a complete clerical education, but more particularly of the theological equipment, devotional and technical in character.

Besides, more intimate co-ordination with the universities has the weighty merits both of economy to the Church and personal benefit to the student. The Church can never hope to furnish on any large scale an education in arts or science to compare with that afforded by university professors of modern learning and distinguished ability. And the prospective ordinand needs the culture, and knowledge of men and affairs, that come from mixing with his fellows, as well as the balanced thought and breadth of view obtainable by sitting at the feet of the ablest tutors. In view of the responsible office he is destined to fulfil, and the unique opportunities afforded him in the future to guide and mould public opinion, it is good for him to come in contact with the greatest intellectual forces of the day. The highest measure of personal attainment must be sought in order "to effectually influence a thoughful and enquiring age."

At present very few are being educated at Manchester, Leeds and Liverpool Universities before passing into the ranks of the ministry. The suggestion has therefore been made to establish, in connection with each university, one or more hostels, each presided over by a scholar suited for the work, who would also be a member of the university staff. The residents in the hostel would enjoy guidance in their studies, and the corporate and devotional life they need, and they would be able to take full advantage

of the university's educational facilities. The head of the house could bring his influence to bear in the university, and, without abusing his position, uphold the dignity and nobility of the sacred ministry, and give the needful direction to many a rising career.

The idea is an inspiration of genius, and there is good reason for believing that if put into execution with skilful forethought and enthusiasm, not only would there be a large accession to the ranks of the clergy of well-equipped men of a good type, but the Church and the universities would be brought into closer harmony with mutual advantage.

H. McNAUGHT.

Workpeople and the Universities.

Some recent developments in the work of the Workers' Educational Association.

On March 21, 400 delegates representing the 120,000 members of the Adult Schools met together in Croydon for the National Conference. Next day a mass meeting was held at which Mr. J. Allen Baker, M.P., addressed an audience of 3,000 on the history and progress of the movement which is one of the oldest of its kind in the country. Started as far back as 1799 in Nottingham, the schools steadily increased in number up to the year 1870 when the introduction of the Elementary Education Act caused a temporary set back. The great progress of the Society during the past 33 years is for that reason all the more significant of the new desire on the part of the working masses to obtain educational facilities.

The question of providing working men and women with a university training is now very much to the forefront. At the Cambridge University Summer Meeting, which commences this year on July 18, Dr. R. D. Roberts of London University will deliver a lecture on the early history of the University Extension Movement.

It is probable that Cambridge like Oxford will soon do something to organize classes for systematic teaching in connection with its Extension centres. The Workers' Educational Association is using its best endeavours to arouse university opinion throughout the country on the whole question.

An important event in the recent history of the Workers' Educational Association has been the formation of a Womens' Advisory Committee, members of which represent many varied agencies for the promotion of the better education of women. Its object is to devise schemes for ensuring that the interests of women workers in the matter of education shall not be neglected.

In view of the work which is being undertaken by the Joint Committee (consisting of seven prominent resident M.A.'s and seven representatives of labour organizations, *vide* frontispiece of this month's *Review*) with a view to strengthening the connection between Oxford University and the working classes, it is interesting to find that the attitude of junior members of the University towards the question is distinctly favourable. At the Union debate on March 5th the following motion was proposed for discussion: "That in view of the rapid growth of the Labour movement this House regards the existing connection between Oxford and the industrial classes as dangerously inadequate." Mr. R. V. Lennard who opened in favour of the motion as well as Mr. T. Lawson of Ruskin College who spoke third insisted on the fact that the education of workers was of great and increasing importance now that Labour was sending its representatives to Parliament and that the danger of an uneducated governing class was a real one. The debate drew a good attendance and the motion was carried by 73 to 59. It is very unlikely that such a result would have shown itself a few years ago and no doubt it is partly to be attributed to the recent stirring speech of Mr. Shackleton, M.P., in Balliol Hall.

Swindon is the most important of the recently established branches of the Workers' Educational Association The Association does not consider it advisable to make any large increase in the number of branches, it prefers to allow those already formed (about 50 in number) time to make for themselves a strong position and to grow vigorous with the increase of self-confidence and energy. During the past few weeks the General Secretary of the Association, Mr. Albert Mansbridge, has been making a tour of the country with the object of strengthening the Branches in their work. In the course of a single week Blackpool, Accrington, Leeds, Wakefield, Todmorden, Dewsbury, Rochdale, and Manchester were visited in this way.

The news from the various branches of the Association this month is very varied. At Reading single lectures on "The Extremes of Temperature" by Dr. Inglis, "A Hebrew Drama and its problems" by the Rev. W. Farrow, the "Study of Nature" by Dr. Keble, "Yorkshire Abbeys" by Mr. C. E. Keyser have brought a most interesting programme of lectures to a conclusion. In its last annual report the Reading branch

of the Association refers to the generous help afforded it by Reading University College and publishes a list of the 15 societies which now contribute to its funds. At Bristol, a visit paid on March 24 by members of the Bristol W. E. A. to some new premises of the Co-operative Wholesale Society, was the occasion of an interesting speech by Professor Lloyd Morgan, Principal of Bristol University College. In paying a tribute to the work of the W. E. A. in Bristol the speaker dwelt on the valuable results which must accrue from the association of universities with the working classes At Longton, in the Potteries, Mr. R. H. Tawney held his first University Extension Class on January 24. These classes are modelled on those inaugurated in Rochdale. The subject taught is the History of England, mainly industrial, economic, and social, in the 17th Century. At Northampton a unique event in the history of the Association was the Art Exhibition held under the joint auspices of the local Branch and the Northampton Art Society. The exhibitors were for the most part working-men and many of the paintings showed a high standard of merit. The Northampton Art Society holds art classes in winter and sketching parties in summer, and has found great encouragement at the hands of the local Branch of the Association which is only in its first year.

At Rochdale a club has recently been formed in connection with the Association's Branch, the Rochdale Education Guild. Its objects are to provide a means of social and intellectual intercourse among the members of the Guild by means of reading circles, formal and informal discussion, and the provision of a library. The club rooms are also designed to serve as a central office for the Guild as well as for club purposes. Lectures have been numerous. The last of the lectures on Music by Mr. T. W. Surette and of those on Imperial Rome by the Rev. W. Hudson Shaw were given on January 30. A course of lectures on Beethoven Symphonies commenced on February 7 and a public lecture by Mr. R. H. Tawney on Labour Exchanges was given on March 21. At Walsall the University of Birmingham held a course of twenty lectures on Social Study.

Of events in the near future, the course of four London University Extension lectures by Professor Masterman on "The House of Commons in National History" is sure to attract much public attention. They are to be delivered in the Royal Gallery of Westminster Palace during May and tickets (applications for which are pouring in) will only be issued to Workpeoples'

organizations. Sir William Anson, M.P. for Oxford University, will take the chair at the first lecture on May 2; Mr. J. Ramsay McDonald, Secretary of the Labour Party, will do so on May 9; the Rt. Hon. J. W. Lowther, Speaker of the House of Commons, on May 16; and the Rt. Hon. L. V. Harcourt will preside at the last lecture on May 23.

Professor J. H. B. Masterman is a chairman of the Birmingham W. E. A. and one of the best lecturers in the Association. It is a noteworthy feature of the W. E. A. that it has always been able to secure the services of men of the highest ability in the academic world. Among recent honours that have fallen to members of the Association are the appointment of Mr. Dobbs (who is writing a history of working class education) to be Fellow of King's College, Cambridge, and that of Mr. D. H. McGregor, a lecturer at the Wellingborough and Battersea Branches, to be Professor of Economics at Leeds University. The Hon. Gerald Collier, who before his departure for Australia as Deputy Professor of History at Sydney University acted as evening school Secretary to the Association, has recently returned and taken up again the work of the evening schools. Mr. Beveridge, Fellow of University College, Oxford, has been appointed Treasurer of the South London Branch.

As to the future outlook of the Association the chief difficulty is the financial one. The most rigid economy has to be exercised at present , and, until the number of members and affiliated Societies shows a general increase, the movement will have to depend largely on voluntary help, if its field of activity is not to be too much restricted over a prolonged period.

D.

The Report of the Carnegie Trust.

The Executive Committee of the Carnegie Trust, in submitting their recently published Report of the administration of the Trust for the period from 1st January to 30th September, 1907, call attention to its provisional character. In their Sixth Annual Report intimation was given of an alteration of the financial year of the Trust, by which, instead of dating from 1st January to 31st December, it should date from 1st October to 30th September, so as to fall into line with the academic year of the Universities. This involved the adoption of an interim financial period beginning 1st January, 1907, and ending 30th September, 1907. It is, therefore, only with the operations of these nine months that the recently published Report deals.

In the general income and expenditure account we find that the interest on $10,000,000 Bonds of the United States Steel Corporation for the period from January 1st, 1907, to 30th September amounted to £71,749. 5s. 7d. From this £2,164. 2s. 7d. was taken for management expenses (salaries of officials, printing and stationery, travelling expenses, etc.), leaving as net revenue £69,585. 3s.

The payments made to the four Scottish Universities during the nine months were as follows:—

Edinburgh University.		
Grant for Buildings and Permanent Equipment	£6,000 0 0	
Grant for Teaching	375 0 0	
Grant for Library	750 0 0	
	7,125 0 0	
Interest on undrawn Grants	402 10 4	
		£7,527 10 4
Glasgow University.		
Grant for Buildings and Permanent Equipment	£6,000 0 0	
Grant for Library	750 0 0	
		6,750 0 0

Aberdeen University.			
Grant for Buildings and Permanent Equipment		£750 0 0	
Grant for Teaching—			
Provisional Assistance—			
General		375 0 0	
Modern Languages		375 0 0	
Grant for Library		750 0 0	
			2,250 0 0
St. Andrews University.			
Grant for Buildings and Permanent Equipment—			
New Chemical Laboratory		£1,250 0 0	
Extension of Dundee University College		800 0 0	
		£2,050 0 0	
Grant for Teaching—			
Endowment—			
Lectureship in Botany ...	£900 0 0		
Lectureship in German ...	1,500 0 0		
Provisional Assistance—			
General	300 0 0		
Modern Languages ...	375 0 0		
		3,075 0 0	
Grant for Library		750 0 0	
			5,875 0 0
Total			£22,402 10 4

The amount expended by the Trust in payment of the class fees of the students in the four Universities reached a total for the nine months of £12,264. 13s. 6d. This sum was apportioned between the four Universities as follows:—

Class Fees of Students—		
Edinburgh Centre—		
University	£3,484 19 0	
Extra-mural Colleges and Classes... ...	1,011 0 0	
Vacation Courses in Modern Languages...	36 2 6	
		£4,532 1 6
Glasgow Centre—		
University	£2,748 7 6	
Extra-mural Colleges and Classes... ...	584 14 6	
		3,333 2 0

Aberdeen Centre—		
University	£2,677 10 0	
Extra-mural Colleges and Classes... ...	645 15 0	
		3,323 5 0
St. Andrews Centre—		
University	£433 13 0	
Dundee University College	642 12 0	
		1,076 5 0
Total		£12,264 13 6

Among the interesting tables of statistics contained in the Trustees' report the following will be of special interest to our readers as showing the number of Scottish students in the four Universities whose fees have been paid by the Trust; the total amount of fees paid, and the average amount in fees paid per beneficiary in each University centre for the academic years 1901–2 to 1906–7 respectively:—

Total Numbers of Matriculated Students.	University Centre.	Beneficiaries.	Fees paid.	Total Amount in fees paid per Beneficiary
St. Andrews.				
435	Academic Year 1901–2	273	£3,380 18 6	£12 7 8
483	,, ,, 1902–3	337	4,362 4 6	12 18 10
499	,, ,, 1903–4	350	4,873 1 0	13 18 5
490	,, ,, 1904–5	360	4,830 0 0	13 8 4
518	,, ,, 1905–6	350	4,332 6 0	12 7 7
513	,, ,, 1906–7	311	4,145 8 0	13 6 7
Glasgow.				
2041	Academic Year 1901–2	908	£11,010 16 0	£12 2 6
2124	,, ,, 1902–3	1021	12,663 3 0	12 8 0
2178	,, ,, 1903–4	1088	13,630 5 6	12 10 7
2176	,, ,, 1904–5	1099	13,780 12 6	12 10 9
2287	,, ,, 1905–6	1166	14,048 7 0	12 0 11
2415	,, ,, 1906–7	1164	13,966 16 6	12 0 7
Aberdeen.				
831	Academic Year 1901–2	532	£6,355 1 6	£11 18 11
864	,, ,, 1902–3	592	7,908 16 0	13 7 2
884	,, ,, 1903–4	635	9,711 14 0	15 5 10
878	,, ,, 1904–5	623	10,143 18 0	16 5 8
879	,, ,, 1905–6	635	9,570 9 0	15 1 5
890	,, ,, 1906–7	589	8,455 1 0	14 7 1

EDINBURGH.

2872	...	Academic	Year	1901–2	...	971	...	£14,213	4	0	...	£14	12	9
2901	...	,,	,,	1902–3	...	1072	...	16,952	3	0	...	15	16	3
2906	...	,,	,,	1903–4	...	1145	...	17,301	13	6	...	15	2	2
2953	...	,,	,,	1904–5	...	1164	...	17,360	10	0	...	14	18	3
2936	...	,,	,,	1905–6	...	1171	...	15,940	17	6	...	13	12	3
3045	...	,,	,,	1906–7	...	1098	...	14,534	0	0	...	13	4	9

TOTALS.

6179	...	Academic	Year	1901–2	...	2684	...	£34,960	0	0	...	£13	0	6
6372	...	,,	,,	1902–3	...	3022	...	41,886	6	6	...	13	17	2
6467	...	,,	,,	1903–4	...	3218	...	45,516	14	0	...	14	2	10
6497	...	,,	,,	1904–5	...	3246	...	46,115	0	6	...	14	4	1
6620	...	,,	,,	1905–6	...	3322	...	43,891	19	6	...	13	4	3
6863	...	,,	,,	1906–7	...	3162	...	41,101	5	6	...	13	0	0

It is interesting to note that during the period under notice seven students have voluntarily refunded the class fees paid for them by the Trust.

In addition to the foregoing disbursements grants amounting to £9,000 were made to seven extra-mural schools in Edinburgh and Glasgow, namely, the Glasgow and West of Scotland Technical College (£5,000); School of Medicine of the Royal Colleges, Edinburgh (£1,000); West of Scotland Agricultural College, Glasgow (£750); the Edinburgh and East of Scotland Agricultural College (£750); the Medical College for Women, Edinburgh (£500); Anderson's College Medical School, Glasgow (£500); Heriot-Watt College, Edinburgh (£500).

The scheme of endowment of Post Graduate Study and Research has now entered upon its fifth year, and is being carried out on the lines and under the regulations described in previous annual reports. The total expenditure under this head during the academic year 1906–7 amounted to £7,003. 17s. 9d. The estimated expenditure for the current academic year is £7,615, and the awards have been allocated as follows:—*Fellowships* (20). Edinburgh, 8; Aberdeen, 6; Glasgow, 5; St. Andrews, 1. *Scholarships* (26). Edinburgh, 10; Aberdeen, 7; St. Andrews, 6; Glasgow, 3. *Grants in aid of research* (57). Edinburgh, 27; Glasgow, 17; Aberdeen, 8; St. Andrews, 5.

In reference to the payment of class fees the Trustees state in their report that "In view of the special difficulty of dealing with new applications at the beginning of each winter session, due to the fact that the results of the Universities' Preliminary Examination are not known until the session has already opened, the Committee express the hope that pupils of schools in Scotland, who intend to qualify themselves for assistance from the Trust in their University studies, will obtain the requisite leaving certificate of the Scotch Education Department before leaving school, and make application for admission to the benefits of the Trust not later than 15th September in each year. The administrative system of payment of class fees by vouchers remains practically the same as in former years. In the case of each beneficiary, intimation is sent to his parent or guardian of the amount expended upon class fees on his behalf during the year, and a report of his attendance and work is required at the close of each session."

The Trustees refer in their report to the proposed scheme of inclusive fees at the Universities. They say: "Reference has frequently been made to the desirability of some working agreement between the Trust and the Universities as to fixity and equality of the fees chargeable on the Trust for the education of its beneficiaries in the respective Faculties, and the Committee last year reported on the negotiations with the Universities then in progress regarding the possible institution of a scheme of inclusive fees; that is, that in each Faculty a beneficiary of the Trust should be granted all such instruction as it is desirable for him to receive in his respective course for his degree on the payment of one fee for each academic year. In order to expedite matters and avoid possible misunderstanding, it was remitted to Lord Balfour of Burleigh to invite the University representatives on the Trust, with a colleague from each of the Universities, to an informal conference, at which the points of view of the Trust and of the Universities respectively might be stated and discussed.

At this Conference and in the replies since received from the Universities, the University of Aberdeen has declared itself to be unanimously of opinion that the advantages of such a scheme would be outweighed by the obvious disadvantages, the University of St. Andrews has approved of the scheme generally, and the Universities of Glasgow and of Edinburgh have put forward definite proposals for the institution of an inclusive fee in the Faculty of Arts. These proposals have meanwhile

been held over, in view of the fact that since the date of the above replies Ordinances have been presented to the Privy Council providing for an extended session in Arts and the reconstruction of the Arts curriculum in the Universities of Glasgow and of Edinburgh. The Committee welcome the Ordinances in question, so far as they may enable the Universities to deal with the educational difficulties that at present face the Trust in the conduct of their operations under Clause B; and they hope that, if the proposed Ordinances are passed into law, a beginning may at once be made with the scheme of inclusive fees by some arrangement for its adoption in the Faculty of Arts by at least three of the Universities."

Foreign University News.

UNITED STATES OF AMERICA.

From Correspondents and by special permission from "The Michigan Alumnus," "The Yale Alumni Weekly," and "Old Penn," the organ of the University of Pennsylvania.

An American View of English Educational Finances.

"It would seem that private beneficence to the cause of education is not so much in evidence in England as in the United States and governmental aid is not always as efficient as educators desire. For example, it is said that the annual parliamentary appropriation for the seventeen municipal colleges and universities which are subsidised by the government is to be limited to a sum which is the equivalent of $500,000. As this amount is less than the annual allowance of the German government to the educational institutions of Berlin alone, the inference is that the higher education is not greatly in favour with the English government, or that other matters are held to be of more pressing concern to paternalism. It is not surprising that the proposed limitation of the subsidy has evoked some protest, some of the critics going so far as to pronounce as short-sighted and unwise what they term the niggardly policy of government. Managers of colleges and universities, the appropriations for which it is proposed to cut down, do not see how, under such circumstances, they can effectively compete with similar institutions in other countries. Convinced as the average Englishman is that his own way of doing things, in the educational line or any other, is the best in the world, there must be occasions when he ponders doubtfully on the difference, in certain respects, between himself and his American cousins. He must at times devoutly wish there were room in his "right little, tight little isle," for more of those great fortunes which he, in his darling rôle of critic of

American ways, is wont to denounce, rightly perhaps, as a menace to democracy. He must be especially prone to this longing when he observes that the possessors of these accumulations are often willing to give freely of their abundance for educational purposes. Although hard-headed and essentially utilitarian, they manifest a desire that our educational institutions shall be as efficient as money can make them. Our English friends, in the interval of struggle for bigger appropriations, may refresh themselves by reflecting that our millionaires, as promoters of education, must be handy things to have in the American house."—*Yale Alumni Weekly.*

Pennsylvania.

UNIVERSITY DAY.

Joseph H. Choate, former Ambassador to Great Britain, delivered the annual Washington's Birthday Oration for the University of Pennsylvania at its "University Day" celebrations, held on Saturday morning, February 22nd. Dr. Charles C. Harrison, the Provost of the University, presided, and Bishop Ozi William Whitaker made the invocation. Honorary degrees were conferred upon a number of distinguished candidates. Each candidate was presented to the Provost by a different "public orator." Another feature of the ceremonies was the presentation to the University of a collection of more than four hundred volumes of Chilean books from the University of Chile. The presentation address was made by Senor Don Anibal Cruz the Chilean Ambassador. The students of the University, divided into classes, assembled in Horticultural Hall, and marched to the Academy in a body. The members of the Faculty, attired in academic costume, assembled in the foyer of the Academy, and with the orators of the day, candidates, and guests of the University, occupied the stage of the Academy.

The twenty-second of February was officially set apart by the trustees of the University in 1826, as a day to be observed annually by the students and officers of the University, the reading of Washington's farewell address being one of the main features of the early celebrations. President McKinley delivered the oration in 1898. President Low, of Columbia University in 1899; Wu Ting Fang, in 1900; Bishop Potter, in 1901; Bishop Doane, in 1902; Dr. S. Weir Mitchell, in 1903; Governor Samuel W. Pennypacker, in 1904; President Roosevelt, in 1905; Henry van Dyke, in 1906; and Owen Wister, in 1907.

Yale's Progress.

The Secretary of the University has prepared for the *Yale Alumni Weekly* the following condensed and revised outline of the speech which he made recently on the subject of Yale's progress during the past decade, comparing the situation as it was in 1897 with the situation in 1907, this period including the last two years of President Dwight's administration and the first eight years of President Hadley's. He divided the subject into the four heads of Property, Personnel, Organization and Standards, laying special emphasis on the last named, as without better intellectual and moral standards all advances in numbers are of little account.

I. Property.

The total *funds* of the University and its departments, not including income-producing dormitories, have increased from a little over $5,000,000 to about $9,500,000. This shows the decade's financial increase to be almost 90 per cent. The new *buildings* erected at the University during this period include the University Clinic, the new library building, the Sheffield Vanderbilt dormitories, Marsh Hall of the Forest School, Lampson Lyceum, Byers Hall, Hammond Metallurgical Laboratory, Kirtland Hall, Woodbridge Hall, Woolsey Hall, the Dining Hall, Fayerweather Hall, Memorial Hall, the Medical Laboratories and the large additions to Hendrie and Kent Halls. These, with the Oliver, McLane and Carnegie building funds now in hand represent a total investment of about two million and a half dollars. The value of the University "plant" has been increased almost 100 per cent. in ten years. The *real estate* of the University has been added to by the new University Campus, the Sheffield Vanderbilt Square, and by the provisional securing of the Hillhouse property. By these purchases centrally situated real estate secured for University purposes has been trebled in extent. The *books* in the libraries of the University have increased from 275,000 to 500,000 or 80 per cent.

II. Personal.

The *Faculty*, including all officers of instruction and administration, has increased from 268 to 474, about 80 per sent. The *students* have increased from 2,500 to 3,300, over 30 per cent. In the Academic Department the increase has been slight. The largest increases are in the Sheffield Scientific School and in the Law School. The *Alumni* body has increased

by 6,000. Approximately one-fourth of all the graduates since the foundation of the institution have gone out from Yale during this period. The number at its beginning was about 18,000; at present about 24,000. There has been no decade in the University's history where the graduates have been so active. Many new organizations have been formed, among them the Western Federation of Yale Clubs, the new Yale Clubs in New York, the Yale Mission College in China, and the Class Secretaries Association, while the Graduates Commencement dinner has become a recognized institution. The Graduates Club in New Haven, although not confined to Yale men, has moved into new quarters and become a strong factor in Yale life.

III. Organization.

The *Corporation* has outgrown any supposed sectarian and geographical limitations. The University is actually as well as legally an undenominational body. The *University Council*, bringing representatives of all departments together to consult on matters of University interest, was established in the early days of President Hadley's administration. The *Alumni Advisory Board* has been established, making all sections of the country feel that they are represented in the councils of Yale. The *Investment Committee* has been established, consisting of laymen comprising representative business men of New York who are not members of the Corporation, such as Mr. Bannard, the president of the New York Trust Co., and Mr. Kelsey, president of the Title Guarantee and Trust Co. The *Laws of the University* have been co-ordinated, put into definite shape and published, bringing all departments into the same relationship to the central administration. Progress in this matter of organization and administration has been greatly helped by the change of the offices of the University's officers from the Academic to the new University Campus.

IV. Standard.

On the *intellectual* side the following are evidences of the developing life of the University: The large new financial support given to the Library by the Corporation, the issuing of the Yale Bicentennial publications, the more strict demands of the entrance examiners in the two undergraduate departments, the establishment of the Forest School as a graduate department with the highest standards, the requirement of two years' work of collegiate grade for admission to the Law and Medi-

cal Schools after this year, the introduction of the A, B, C, system of studies in the College, the starting of a scientific scholarship society of Sigma Xi, the unusually large number of important books recently issued by members of the Faculty, and the increased interest in the work of the undergraduate curricula. On the *moral* side, using the phrase broadly as including the religious and social, certain important and entirely new features have entered into University life during the past decade. The Woolsey Hall University services and concerts, the dignified Dining Hall drawing a thousand students from all departments of the University, Byers Hall, with its social and religious privileges for scientific students, the billiard room and grill room in Dwight Hall, the Hillhouse tennis courts, the dormitories in the Scientific School, the abolition of Sophomore societies, the improvement of junior societies, the establishment of the Elihu Club, the development of a large amount of student interest in dramatics of a dignified character, the starting of informal social debating clubs, such as the Wigwam and the Wranglers, the establishment of the Bureau of Self-Help, the building of Yale Hall as a centre for religious and moral work among New Haven boys and young men, the enrichment of the daily chapel service, the starting of "group" bible classes, about one hundred in number scattered throughout the student body, the establishment of the Dodge Lectures on Citizenship, and the opening of the University's Scientific and Art Collections on Sunday. These are all new factors of power in broadening and ennobling the moral atmosphere of student life.

Dormitories and Refectories.

The prime necessities to undergraduates of sleeping and eating have saddled Universities simultaneously with the dormitory and dining hall problems; and the satisfactory solution of these problems promises to provide collegiate officials with occupation for some time to come. At Yale, the two matters appear to be progressing steadily toward settlement, the latter and less difficult with more rapidity than the former. It is stated that the Yale Dining Hall is at present fairly successful, the receipts being sufficient to pay expenses and leave a margin for needed improvements in the equipment. Of course, reverses may occur hereafter, but it is reasonable to assume that if the management remains as competent as at present, the Dining Hall will continue to be a self-supporting adjunct of the University. It has been discovered that a

combination of business tact with judicious catering to undergraduate appetite, that is to say, of sound finance with excellent eatables, is sufficient to insure satisfactory dining hall patronage.

Treasurer Lee McClung announces the following plans for the new dormitory, Haughton Hall, which it was decided to erect at the last Corporation meeting. The new Hall will contain accommodation for sixty-five students, there being twenty-four suites of double rooms each consisting of a study and two bedrooms, and seventeen single rooms. The new dormitory is to be called Haughton Hall in memory of Mrs. William L. McLane, whose name before her marriage was Miss Ann Haughton. The expense of building is to be met largely from a fund of $112,000 left to the University by the late Mr. William L. McLane in 1869.

Recently collected figures show that there are now about 1,300 students in the Arts Department of Yale. Of these about 870 are housed in College dormitories, or halls of residence.

University News and Notes.

By recent action of the Corporation all persons included in the list of professors in the University catalogue, whether engaged in teaching or administration, who have not received a degree higher than the Bachelor's, have had the Master of Arts degree conferred upon them.

The Silliman Lectureship on "Subjects connected with the Natural and Moral World," the most heavily endowed and one of the most important lectureships in the University, will be filled next year by Professor Albrecht F. K. Penck, Professor of Geography at the University of Berlin. The lectureship is supported by the Mrs. Hepsa Ely Silliman Memorial Fund, amount to $85,000, which came into the possession of the University in 1901. The five courses already given under this foundation have been delivered by the following lecturers:—Professor Thomson, of Cambridge University, England; Professor Sherrington, of the University of Liverpool, England; Professor Rutherford, of McGill University, Canada; Professor Walter Nernst, of the University of Berlin, Germany; and William Bateson, M.A., F.R.S., of Cambridge University, England.

Up to the year 1877 but one non-graduate of Yale had been elected to a permanent professorship in the Yale Academic Faculty In the thirty years since then twenty-seven, or 55 per

cent., out of forty-nine appointments to this rank in the College have been non-Yale-bred men This change in policy has not been confined to the College. A compilation of original degrees for present members of the Faculty of the whole University shows that, where 25 per cent. of the appointments made before 1900 that still hold were of non-Yale men, 41 per cent. of the appointments made since that time have been of men who did not graduate at Yale. The non-Yale men on these Faculties are to-day 37 per cent. of the total membership, as compared with a little over 33 per cent. at Harvard among the same classes of instructors.

The Yale Faculty Bibliography for the year 1907 records between 500 and 600 volumes, papers and addresses of 119 members of the various Faculties. The Bibliography ranges all the way from a *magnum opus*, like the late Prof. Seymour's "Life in the Homeric Age," down to the short address. The figures are impressive. They show very strikingly the average labour that the college teacher puts in during vacations and the intervals between class room work, and incidentally they answer some of the criticisms aimed at his alleged "easy time" in his vocation.

The Yale Law School has recently obtained by purchase three very rare sets of law records, one of them the only set on the market in the world. The set consist of the complete law reports of New Zealand, Ceylon and South Australia. Each set of the records is bound in a number of large volumes and makes a valuable addition to the present very complete collection of law records owned by the Law School Library.

President Arthur T. Hadley having completed his work in the Roosevelt lectureship at the University of Berlin, returned to Yale at the end of February; a demonstrative welcome was given him by the undergraduates.

The Universities.

ABERDEEN.

The Three-Term Session.

The Senatus of the University has decided to recommend a new Draft Ordinance in regard to the Three-Term Session to the University Court. The following are some of the provisions of the Draft Ordinance:—

1. Preliminary examination. The present regulations are retained.

2. Attendance during three academical years on seven courses in five subjects. The academical year to be divided into three periods, but the Senatus to be empowered to accept attendance on any two of these as sufficient; selection and sequence of subjects to be regulated by the Senatus.

3. A total of 525 class meetings (about three per week per subject); but the Senatus to be empowered, "having regard to the nature of the subjects selected," to accept a less total. The arrangements as to half-courses to be retained.

4. Degree examinations as at present. Candidates taking honours in any group to be required to add not more than two non-honours subjects.

Recommendations to the General Council.

Among the more important changes implied in the recommendations made by the Business Committee for approval by the General Council are the following:—

I. The preliminary examination (or its equivalent) should embrace:

(*a*) English.

(*b*) Another language (to admit to the graduation course in that language).

(*c*) Higher mathematics (to admit to the group of mathematics and natural philosophy); or, alternatively, lower mathematics together with elementary biology or Nature knowledge (to admit to the group of botany and zoology).

II. Attendance during three academical years (normally of three terms, but "in special cases" of two) on (*a*) seven subjects in seven courses; or (*b*) six subjects, one being repeated in an advanced course; or (*c*) five subjects, two being repeated in advanced courses, these courses to include during the first two academical years:

(1 and 2) English and the other language taken in the preliminary examination.
(3 and 4) Mathematics and natural philosophy, or, alternatively, botany and zoology.
(5) Logic and psychology (one subject), or, alternatively, political economy.

After this training in linguistic, scientific, and philosophic methods, the student should be free during the third year to take for his remaining courses either advanced classes in subjects already studied, or new subjects from the other qualifying courses in the Faculty of Arts.

III. A minimum of 525 class meetings, with the provision that instruction in alternative subjects should occupy the same number of days.

IV. Examination as in draft ordinance.

CAMBRIDGE.

University News and Notes.

It is announced that Professor Alfred Marshall, who succeeded the late Professor Henry Fawcett in the year 1884, intends to resign the Professorship of Political Economy at the beginning of the Easter Term. The election of his successor will take place about the end of May. Professor Marshall proposes to continue his teaching work until his successor is appointed.

The Vice-Chancellor has received the following letter, dated Goldsmiths' Hall, London, E.C., March 11:—"The Goldsmiths' Company, having had under their consideration the appeal made on behalf of Cambridge University, have resolved to make a grant of £10,000 for the purpose of founding and endowing a Readership in Metallurgy, such Readership to be associated with the name of the Company. Without desiring to fetter the hands of the Senate, it would be satisfactory to the Company

if research and other work in the precious metals and the theory and practice of assaying were kept somewhat prominently in view.

Dr. McTaggart has been appointed Chairman of the Examiners for the Moral Sciences Tripos, 1908.

The Medical Board proposes a change in the dates of the third M.B. examinations. At present the two final examinations are held at intervals of about eight and four months, the first being held as a rule in April and the other in December. In future the Board suggests that the dates be changed to June and December, and, if this be accepted by the Senate, they suggest that it will be desirable to change the date of the inauguration of Bachelors of Medicine to the same date as that of inauguration of bachelors of other faculties. They have also put forward detailed regulations for adding an additional examination for the first M.B. at the beginning of the October term.

The Board of Agricultural Studies has issued a report on the special examination in Agricultural Science and the examination for the Diploma in Agriculture. At present the special examination is a preliminary examination in General Elementary Science, and does not include agriculture, and it is thought desirable in the interests of the students belonging to the landowning classes that agriculture should in future be included. Since the examination was established at the beginning of this century some 200 students of this class have received instruction under the Board, and it is hoped that the proposed modifications in the examination will attract even more students. The standard for the Diploma examination has been greatly modified in the last few years. A much larger proportion of students now take the Natural Sciences Tripos in their third year, and proceed to the Diploma in their fourth year. For these men no preliminary examination in Science is necessary, and the Board suggests that they should be exempt from the scientific subjects of Part I. of the Diploma examination. They also propose to develop the teaching in Zoology, and they hope shortly to make adequate arrangements for teaching Bacteriology as applied to soils and the dairy industry.

The representatives of the University in Parliament give annually two prizes of 30 guineas each, one for an English essay

on some subject connected with British history or literature, the other for a Latin essay. Each prize is open for competition to all members of the University who are not of sufficient standing to be created Masters of Arts or Law, or who, being students of medicine, are of not more than seven years' standing from matriculation, provided that no student who has gained either prize shall be eligible for another members' prize given for an essay in the same language. The subject for the English essay for the present year is "Political Satire in English Poetry." The subject for the Latin essay for the present year is "Orientis populi in novas spes erecti." The essays are to be sent in to the Vice-Chancellor on or before November 10, 1908.

In future the syndicates to which the erection of new University buildings are to be entrusted will consist of a Standing Committee selected from the Sites Syndicate, together with such additional members as may be on each occasion nominated by the Council and elected by the Senate. In the first instance it is suggested that the Standing Committee shall consist of Mr. C. E. Grant, King's; the Rev. J. B. Lock, Caius; and Mr. A. E. Shipley, Christ's. These, together with the Vice-Chancellor, Mr. W. Chawner, Master of Emmanuel, Dr. Hobson, Professor Sorley, Dr. Tanner, Mr. E. G. W. Braunholtz, and Mr. D. H. S. Cranage, King's, are nominated as a syndicate to consider the steps to be taken to erect a building to contain lecture rooms, departmental libraries, and common rooms for the professors and other University teachers, upon the Mortlock's Garden site.

The Council of the Senate have elected to the recently established Chair of Agricultural Botany Mr. R. H. Biffen, of Emmanuel College. Mr. Biffen graduated in 1896, and was placed in the first class of both parts of the Natural Sciences Tripos. He was a scholar of Emmanuel, and subsequently held a research studentship at the same College, and also the Frank Smart Scholarship of Botany at Gonville and Caius College. He was Demonstrator in Botany from 1898 to 1901, since which time he has been the Botanist and Lecturer in Agricultural Botany for the Board of Agricultural Studies. His researches on the hybridisation of wheat and barley have attracted the attention of civilised Governments throughout the world, and attempts have been made to induce him to leave England and to place his services at the disposal of at least one foreign Government. It is satisfactory that, owing largely to the

generosity of the Drapers' Company, Mr. Biffen will be able to continue his researches in Cambridge.

The Council of the Senate have appointed the Rev. V. H. Stanton, D.D., Ely Professor of Divinity, to be a member of the Cambridge Training College for Women.

The Council have re-appointed the Rev. J. Gow, Litt.D., Trinity College, and W. B. Ransom, M.A., Trinity College, as members of the Council of University College, Nottingham.

The Superintendent of the Museum of Zoology has appointed C. L. Boulenger, B.A., Scholar of King's College, to the office of Assistant to the Superintendent of the Museum of Zoology, in the place of Mr. F. A. Potts, who has resigned the office.

The Cambridge Summer Meeting.

The local lectures summer meeting of 1908 will be held at Cambridge a fortnight earlier than in previous years. Part I. will extend from Saturday, July 18, to Friday, July 31, inclusive; Part II. from Friday, July 31, to Thursday, August 13, inclusive. The inaugural lecture will be given at noon on July 18 by the Master of Trinity, the Vice-Chancellor presiding. The main subject of study will be "Ancient Greece —its History, Literature and Art, and their influence on the World." In Part I. the lectures will deal mainly with the period ending with the battles of Salamis and Plataea. In Part II. attention will be paid to the later periods, beginning with 478 B.C. Dr. Arthur Evans hopes to lecture on his recent excavations in Crete. Professor Ridgeway will deliver a course on the Early Age of Greece. The history will be continued by Professor A. J. Grant, Mr. S. C. Kaines Smith, and others. Mr. F. M. Cornford will lecture on Herodotus and Thucydides, Mr. H. Yule Oldham on the Geography of Greece and on the Ideas of the Ancient Greeks of the Geography of the World, Mr. S. C. Kaines Smith on Greek religion, Professor A. J. Grant on the Women of Athens and on Greek Slavery, Professor R. Carr Bosanquet on Recent Excavations in Greece, and Mr. I. Abrahams on the Greek Colonies. There will be lectures on Homer by Mr. B. N. Langdon-Davies, on the Oracle of Delphi by Dr. A. W. Verrall, by Professor R. G. Moulton on Ancient Tragedy. Mr. G. Lowes Dickinson will deal with the political ideals of Ancient Greece, Professor Jackson with "Some Aspects of Greek Thought," Mr. Philip Wicksteed and Dr. A. Wolf with the influence of Aristotle on mediæval thought, Mr. Laurie

Magnus with Hellenism and Hebraism, and Mr. Norman Bentwich with Philo. Two lectures will be delivered by Professor Churton Collins. Professor Waldstein will lecture on the art of Pheidias and Polyclitus, Miss Jane Harrison on Greek vases. General courses on Greek Art will be delivered by Mr. S. C. Kaines Smith and Mr. J. B. Stoughton Holborn. Mr. A. B. Cook will lecture on Greek architecture. There will be a number of other lectures arranged in the following sections: Natural Science, Education, Social Economics, courses mainly for foreign students, and Theology.

DURHAM.

The New Professor of Music.

Dr. J. C. Bridge, M.A., F.S.A., organist of Chester Cathedral, has been appointed Professor of Music in the University of Durham in succession to the late Dr. Armes. He is brother of Sir Frederick Bridge, and has been conductor of the Chester Triennial Musical Festivals.

LEEDS.

The Chair of Economics.

At a meeting of the Council on March 18, Mr. D. H. Macgregor was appointed Professor of Economics from September 30, the date when Professor Clapham's resignation takes effect. Mr. Macgregor graduated with honours at the University of Edinburgh, and took first-class honours in both parts of the Moral Sciences Tripos at Cambridge. While at Cambridge he won the Members' Prize for an English essay and the Burney Prize for a philosophical dissertation. He was also President of the Union.

A Students' Petition.

The following petition was presented to the Senate on Wednesday, March 4th:—

To the Senate of the University of Leeds.

THE HUMBLE PETITION of the undersigned students of Leeds University

SHEWETH

that your Petitioners are of opinion that the suspension of work on one afternoon in the middle of each week is so desirable and so entirely necessary that no efforts should be spared to bring about such a re-arrangement of work as will allow of this.

WHEREFORE your Petitioners humbly pray that you will give very earnest consideration to the matter, and arrange and ordain that on one afternoon in the middle of each week all work shall be suspended.

Here follow the signatures of the Chairman, Secretary, and all the members of the Union Committee, the Editor of the *Gryphon*, the Captains and Secretaries of the Football, Cricket and Hockey Clubs, and of nearly five hundred other students.

Writing on the subject of the foregoing petition the Editor of the *Gryphon* (the Leeds University magazine) says:—"In our last issue, it will be remembered, we devoted a large portion of our Editorial remarks to the necessity of having a free half-day in the middle of each week if we were ever to hold our proper position in the playing field, or to attain to that corporate life which is so important a factor in a true university education. It was not long after this issue appeared before we discovered that we had voiced the opinions of a large number of students and members of the staff. We interviewed various people, and discovered that everybody wanted the free half-day, but that the difficulties in the way of such a re-arrangement of work as would allow of the change were very great, and had therefore been, shall we say, shirked, by the authorities. However, we felt that the change was so desirable, so necessary in fact, that absolutely nothing should be allowed to stand in the way of it, and we discovered that most other students thought the same. We therefore drew up a petition to the Senate expressing this opinion, and allowed two days during which it could be signed by students only. We are glad to say that the idea was very favourably received, and that the petition was signed by nearly five hundred students. It was a

very imposing affair—a roll of paper twenty inches wide and several yards long—when it was presented to the Senate on Wednesday, March 4th; in fact it was the largest petition ever presented to the Senate of the Leeds University or of the old Yorkshire College. The Senate gave the matter the consideration it deserved, and appointed a Committee to make a thorough investigation into the possibility of the scheme. We are convinced that they honestly appreciate the great necessity of the free half-day, and that they will, as the petition says, spare no efforts to bring about the necessary re-arrangement of work. And this especially so, as an enquiry into the state of affairs at other Universities and Colleges of the same standing as our own has so far revealed the fact that we are unique in having no mid-week half-holiday."

MANCHESTER.

The Faculty of Commerce.

The annual report to the Advisory Committee of the work of the Faculty of Commerce has just been published. It states that five students have now completed the course necessary for the degree and have graduated as Bachelors of Commerce. These are the first graduates in the Faculty. The number of students reading for the degree has increased as follows:—

1904–5	14
1905–6	31
1906–7	36
1907–8	38

Of the 38 students, eighteen are giving the whole of their time and twenty are attending in the evening only The number of new entries this year is thirteen (nine of which are for the degree). The number of candidates for the degree who have matriculated is thirty-six as against thirty-four in 1906–7 and twenty-one in 1905–6. The report mentions the work of the Gartside scholars, and states that Mr. A. F. Jack, B.Com. (who was elected to the Scholarship in 1906) is now in Germany investigating the problems connected with Insurance in that country. The one scholar elected last Session, Mr. Harold Hartley, B.Sc., has selected as the subject of his research the "Cost of Power Production." A demand for the lectures on Railway Economics in the Burnley district led to

the arrangement there for a course of twelve lectures. For these one hundred and thirty-two students entered. The Report states that in January the following circular was issued with the object of discovering suitable openings for graduates of the Faculty and also of drawing attention to the training for business now undertaken by the University:—

THE UNIVERSITY OF MANCHESTER.

DEAR SIR,

We know that many boys, on leaving the Grammar School, would proceed to the Manchester University with a view to graduating in the Faculty of Commerce if their parents were assured that they would not, by doing so, risk their chance of obtaining positions with manufacturers or in merchants', brokers', or agents' offices or warehouses. We should, therefore, be greatly obliged if you would let us know whether any vacancies occur in your warehouse or office for which you would be prepared to regard with favour applications from students who had passed through the Faculty of Commerce.

It would also be an advantage if we could inform parents that a boy who entered business after passing satisfactorily through the Faculty of Commerce would receive, as a rule a salary not less than the sum usually paid to juniors of the same age who had proceeded direct from school to business two or three years earlier.

We are, yours faithfully,

(Signed) F. FORBES ADAM (Chairman of the University Council).
S. J. CHAPMAN (Dean of the Faculty of Commerce).
ALFRED HOPKINSON (Vice-Chancellor).
R. P. HORSLEY (Chief Modern Language Master, Manchester Grammar School).
E. H. LANGDON (President of the Manchester Chamber of Commerce).
J. L. PATON (High Master of the Manchester Grammar School).

In view of the recent introduction of University training for business, the response has been on the whole gratifying. One hundred and fourteen replies were received; of these seventy-two were favourable, twenty-four were favourable on the whole or had few openings, while only eighteen of those firms who answered declared that they were unfavourable or that no openings occurred in their businesses for youths so trained.

The Death of the Chancellor.

By the widely lamented death of the Duke of Devonshire the University loses its distinguished Chancellor and President. At a meeting of the Council of the University held on March 25th the following resolution, moved by the Chairman (Sir Frank Forbes Adam), seconded by the Treasurer (Mr. E. J Broadfield), and supported by the Vice-Chancellor and Professor Dixon was passed :—" That the University desires to express the deep regret of its members at the death of his Grace the Duke of Devonshire, Chancellor and President of the University, and to place on record their sense of the great benefits which the Owens College and the University derived from his ungrudging services and counsels and from the support which he was always ready to extend. They request the Chairman of the Council and the Vice-Chancellor to convey to her Grace the Duchess of Devonshire and other members of the family a sincere expression of their deep and respectful sympathy."

The Vice-Chancellor, Dr. Alfred Hopkinson, speaking at a degree ceremony at the University recently, referred at some length to the death of the Duke of Devonshire. It was only a little more than a year, the Vice-Chancellor said, since the Chairman of Convocation and himself called to see the Duke of Devonshire and asked him to undertake the duty of being Chancellor of the University. At that time the Duke was already feeling that it would be a burden to undertake any new duty, but on hearing the earnest desire expressed by them on behalf of every member of the University and of the public of Manchester, he, with the devotion which he always showed to public duty, consented to undertake the office. The Duke of Devonshire was not able to come to the University last year to be installed as Chancellor owing to his sudden illness. Although he had never appeared there as Chancellor, his association with the University was a very old one. From the time that his father, the preceding Duke, died he succeeded to the office of President of Owens College, and he held that office without intermission down to the time at which Owens College was merged into the Victoria University of Manchester.

University News and Notes.

Mr. George Harrison, of Manchester and London, retired cotton spinner, who died on January 21, aged 69, leaving estate valued at £43,521 gross, with net personalty £41,599, bequeathed £10,000 to Owens College, for scholarships or fellowships, or

such like purposes as the Council of the said College may direct, subject to the words "George Harrison" being always associated with the objects provided for by this bequest.

It is gratifying to note the honour which has just been conferred on the most recently-appointed Professor in the Department of Science. This is the Bressa Prize of the Academy of Science of Turin which has been conferred upon Dr. E. Rutherford, F.R.S., Professor of Physics, for his researches in radio-activity. The Bressa Prize, the value of which is 9,600 lire (£384), is awarded to that scientist who during the past three years is judged by the Academy of Science of Turin to have made the most distinguished and useful discovery or done the most important work in experimental Physics, Mathematics, Natural History, Chemistry, Physiology, Pathology, Geology, History, Geography or Statistics. In writing to inform Professor Rutherford of the award the Academy stated that it exercised the right it possesses of conferring the prize on a distinguished scientist even though the recipient has not applied for it.

Among the names of the newly-elected members of the Royal Society are those of Mr. J. F. Thorpe, Ph.D., M.Sc., a lecturer in Organic Chemistry in the University, who has been a Demonstrator for the last twelve years, and has carried on research work in the Chemical Laboratories; and Mr. Arthur Dendy, D.Sc., Professor of Zoology, King's College, University of London, who formerly studied Zoology with distinction in the Owens College.

Professor W. Boyd Dawkins, M.A., D.Sc., F.R.S., has resigned the Chair of Geology which he has held since the year 1874. In accepting the resignation the Council expressed the great regret its members felt at Professor Dawkins's retirement from the Chair which he has held for so many years with such distinction and with such benefit to the College and to the University. It is gratifying to the Council to know that Professor Dawkins will retain his association with the Manchester Museum where he has done such valuable work and will also continue the popular lectures and special courses of lectures which have become so widely known.

The March number of the *Manchester University Magazine* contains a portrait and biographical sketch of Miss Phœbe Sheavyn, the new tutor for women students and Warden of

Ashburne House. Miss Sheavyn's undergraduate days were spent at University College, Aberystwyth, where she was a pupil of Dr. Herford, and whence in 1889 she took the London B.A. degree with first-class honours in English. After three years of teaching in London Miss Sheavyn returned to Aberystwyth to read for her M.A. degree in English and French, studying also for a short time at the Sorbonne and Collége de France. In 1893 she took this degree and was placed head of the list. She then went to America, to be in successive years Reader and Fellow in English at Bryn Mawr College for Women, Pennsylvania. On her return to England Miss Sheavyn settled down in Oxford to work at the English Dialect Dictionary. In 1905–6 she travelled to Morocco, Madeira, and the Canary Islands, partly for original work. Her dissertation on "The Economic Position of the Professional Writer under Elizabeth," published in instalments in "The Library," won her the distinction of the London degree of D.Litt.

It is announced that Lord Stanley, K.C.V.O., C.B., D.L., has been nominated by the Chancellor (the late Duke of Devonshire) a member of the Court of Governors of the University in succession to the late Mrs. Rylands.

The University Press have recently published a book on "The Problem of the Bacchae," by Mr. Norwood, Assistant Lecturer in Classics in the University. Among forthcoming publications of the Press are Professor J. J. Thomson's Adamson Lecture "On the light thrown by recent investigations on electricity on the relations between Matter and Ether." The first part of a new venture of the Education Department called "The Demonstration School Record," edited by Professor Findlay, and a Gilchrist report on "The Teaching of History in German Schools," by Miss Eva Dodge, who graduated in the Honours School of History in 1901. Professor Strachan's book is making good progress through the Press thanks to Professor Meyer of Liverpool University and Mr. Timothy Lewis, B.A., who have undertaken its completion.

In aid of the Special Appeal Fund for the new Students' Union, Dr. Adolf Brodsky, Principal of the Royal Manchester College of Music, has kindly promised to give a concert in the Whitworth Hall (lent for the occasion by the Council of the University) on May 14th, at 8 p.m.

Recent Staff Appointments.

Mr. Edgar Prestage, B.A., of Balliol College, Oxford, has been appointed Special Lecturer in Portuguese Literature. He

is the author of numerous contributions to Portuguese literature, and is Examiner in Portuguese in the University of London and to the Joint Matriculation Board.

Mr. Joseph Hall, M.A., Honorary D.Litt. of Durham University, Head Master of the Hulme Grammar School, has been appointed Special Lecturer in Middle English. Dr. Hall has made important contributions to the study of Middle English, and has edited a volume of the poems of Laurence Minot.

Mr. H. Spenser Wilkinson, M.A. of Merton College, Oxford, and B.A. of the Manchester University, has been appointed Special Lecturer in Military History. Mr. Wilkinson is a distinguished former student of Owens College, and is well known both in England and abroad by his writings on military, political and educational subjects. He is the author of the "Brain of the Army" and other well-known works.

Mr. Gerald B. Hertz, M.A., B.C.L. of Lincoln College, Oxford, and already Lecturer in Constitutional Law and the Law of Public Rights and Civil Injuries, has been appointed Special Lecturer in Colonial History. Mr. Hertz is the author of a volume on "The Old Colonial System" published in the Historical Series of the University Publications.

A Munificent Bequest to the University.

The late Mrs. Rylands—whose death occurred in February last—bequeathed to the University in her will the sum of £75,000—£25,000 to the Owens College and £50,000 to the Victoria University of Manchester. In addition the University Settlement in Ancoats receives the sum of £2,000. Mrs. Rylands had been a constant friend to the University for many years. Her generosity has been shown in many ways, chief among which may be mentioned the beautiful organ in the Whitworth Hall and her contributions to the Owens College Jubilee Fund and to the Students' Union Building Fund. Mrs. Rylands was an honorary graduate of the University and a member of the Board of Governors.

At a recent meeting of the Council of the University the following resolution was passed:—"That the Council have heard with deep regret of the death of Mrs. Rylands, a Governor of the University and one of its honorary graduates. They gratefully place on record their sense of her munificence to the University and the many invaluable services by which she has so greatly advanced the cause of culture and learning."

A Change of Treasurers.

The announcement that Alderman Thompson, the Treasurer of the University, has resigned his office has been received with regret throughout the University. Dr. Thompson, who was a student at the Owens College in its earliest days in Quay Street, was Treasurer for seventeen years before it became merged in the University of Manchester in 1904. The Council of the University has expressed its appreciation of his services in the following resolution:—"That the Council expresses its gratitude to Dr. Thompson for the long and loyal service he has rendered to the University and its appreciation of the labour which he has devoted to the discharge of the duties of the office, and desires to place on record its sense of the unvarying kindness and courtesy which have endeared him to his colleagues and contributed so much to the harmonious working of the University and assisted its growth and development through many changes."

Mr. E. J. Broadfield, B.A., has been elected Treasurer in succession to Dr. Thompson. He is a former student of the Owens College, and has been intimately connected with the University for many years.

OXFORD.

University News and Notes.

The Vice-Chancellor has received a communication from Mr. Nigel Bond, Secretary to the Oxford Appeal Fund, informing him that the Worshipful Company of Goldsmiths have offered to contribute to their fund £10,000, to be employed in establishing in the University a Readership in English, which Readership shall be associated with the name of the Goldsmith's Company.

A portrait of the German Emperor in the robes of an Oxford Doctor of Civil Law, has been painted by his Majesty's command by the painter Herr Alfred Schwarz for presentation to the University of Oxford.

Dr. Ulrich von Wilamowitz Mollendorf, Professor at the University of Berlin, with the special permission of the Emperor, has arranged, at the invitation of the delegates of the

Common University Fund, to deliver two lectures before the University in June next, one on "The Development of Greek Historical Writing," the other probably on "Apollo." The lectures, which will be given in English, will be printed and published by the University Press.

The Rev. Kirsopp Lake, M.A., of Lincoln College, Regius Professor of Divinity in the University of Leiden, has arranged to visit St. Petersburg next month with a view to photographing the New Testament portion of the famous Codex Sinaiticus, discovered by Tischendorf in the Monastry of St. Catherine, Mount Sinai, in 1844, and taken by him to St. Petersburg in 1859. The photographing of this manuscript, for which Professor Lake has obtained the permission of the Russian authorities, will be of the greatest value as affording the best security against loss, and also as making it more accessible in facsimile form to scholars. Professor Lake is being assisted by grants from the "Revision Surplus Fund," and from Magdalen College at Oxford, from the "Hort Fund" at Cambridge, and the "Hibbert Trust" in London. The photographic edition will be brought out by the University Press at Oxford. Professor Lake, who will be accompanied and assisted by his wife, will proceed to St. Petersburg towards the end of April, and hopes to finish his work by the middle of June.

The Warden of All Souls (Sir W. Anson), in announcing to the Vice-Chancellor that the College has now completed the endowment of the five professorships and three readerships for which the College statutes make provision, and that it is proposed to continue the payment of £1,000 per annum to Bodley's Library, informs him that plans are under consideration for warming and lighting the Codrington Library and opening it for the use of students, in addition to the present reading-room, which has become inconveniently crowded.

Mr. Henry Wilde, Hon. D.C.L., F.R.S., who has already been a liberal benefactor to the University, has now offered the sum of £4,000, for the purpose of founding a Lectureship in Natural and Comparative Religion. It is proposed that the lecturer hold office for three years, and receive an annual stipend of £140.

Convocation has passed a decree, at the instance of the delegates of the Common University Fund, authorising them to pay to Thomas Kelly Cheyne, M.A., D.Litt., a pension of £300

per annum from the date of his resignation of the Oriel Professorship of the Interpretation of Holy Scripture.

Convocation also authorised the Curators of the Bodleian Library to augment the stipend of Falconer Madan, M.A., Fellow of Brasenose, Senior Sub-Librarian of the Bodleian, by an annual sum of £100.

Mr. C. R. Beazley, M.A., Fellow of Merton College, Mr. D. R. MacIver, M.A., D.Sc., Worcester College, Mr. John L. Myres, M.A., Christ Church, and Mr. C. H. Read, F.S.A., have been appointed to represent the University at the International Congress of Americanists, at Vienna, in September.

A Convocation was held on March 18 for the admission to office of the lately elected Proctors, Mr. Barker, of Merton, and Mr. Stenning, Fellow of Wadham. The Proctors retiring from office were Mr. Richards, Fellow of Oriel, and Mr. Allen, Fellow of Exeter. Mr. Richards, as Senior Proctor, pronounced the customary valedictory speech.

In a Convocation held on March 12, the Vice-Chancellor, the President of Magdalen, presiding, the honorary degree of D.D. was conferred upon the Very Rev. Charles Edward Plumb, M.A., of Magdalen College, Provost of St. Ninian's, Perth, and Bishop-Elect of St. Andrews.

UNIVERSITY COLLEGES.

University College, Bristol.

Sir Frederick Wills has contributed another £5,000 to the fund for establishing a University at Bristol. This brings his contributions up to a total of £10,000.

University College, Bristol, is to be congratulated on the excellence of its new magazine *The Bristol University College Gazette*. It consists of thirty-six pages of well-edited news relating not only to the work of the College, but also to the activities of other educational institutions in Bristol, such as the Public Reference Library, the Art Gallery, the Museum of Natural History, Workers' Educational Association, etc. Another interesting feature appears under the heading "Letters from the Universities"—the first epistle coming from Liverpool. *The Gazette* reflects the growing strength and influence of the coming University of the West.

The following interesting note appears among the Editorials of the first number of the *College Gazette*:—

It may be anticipated that many chairs in the new University will be associated with the names of Bristol's most famous citizens. It would, for example, be a graceful tribute to the memory of Richard Hakluyt, who became a prebend of our cathedral in 1586, if his project of founding a lectureship in the interests of English commerce should, after a lapse of more than three centuries, be carried into effect in this city. Hakluyt, who was in advance of his time in recognising the connection between higher technical education and commercial supremacy, laboured hard to find means for founding a Lectureship in Navigation at London or Ratcliffe, but was unable, even with the assistance of Sir Francis Drake, to raise sufficient funds for the purpose. Writing to "Master" Philip Sidney in 1582, Hakluyt says:—

"I have dealt with the right worshipfull Sir Francis Drake, that seeing God hath blessed him so wonderfully, he woulde do this honour to him selfe and benefite to his countrey, to bee at the cost to erect such a lecture: whereunto, in most bountifull maner, at the verie first, he answered, that he liked so well of the motion, that he would give twentie poundes by the yeere standing, and twentie poundes more before hand to a learned man, to furnish him with instruments and maps, that woulde take this thing upon him: yea, so readie he was, that he earnestly requested mee to helpe him to the notice of a fitte man for that purpose, which I, for the zeale I have to this good actio', did presently, and brought him one, who came unto him and conferred with him thereupon; but in fine he would not undertake the lecture unless he might have fourtie pounde a yeere standing, and so the matter ceased for that time: howbeit, the worthie and good knight remaineth still constant, and will be, as he told me very lately, as good as his worde. Nowe, if God shoulde put into the head of any noble man to contribute other twentie pounde to make this lecture a competent living for a learned man, the whole realme no doubt might reape no small benefite thereby."

A Lectureship in Geography in the University might appropriately bear the name of the Prebend of Bristol, who corresponded with Ortelius and Mercator, lectured on cosmography at Oxford, and compiled the "Principal Navigations, etc., of the English Nation"—"the prose epic of the modern English nation."

BOOKS RECEIVED.

From Messrs. Macmillan & Co.:—
"Essay and Letter Writing." By F. H. Brockbank. 2s. 6d.
"Origin of the Land Flora." By F. O. Bowen. 18s.
"Livy." Edited by Dennison. 3s. 6d.
"Types of Tragic Drama." By Professor C. E. Vaughan.
"Theory of Infinite Series." By Bromwich.
"Tragedies of Seneca." Edited by Kingery. 3s.
"History of Italy." By W. Hunt. 3s. 6d.
From Messrs. Blackie & Co.:—
"Vocabulary to Cæsar's Gallic War." By W. H. Rouse. 1s.
"Vocabulary to Vergil." By W. H. Rouse. 1s.
"A Greek Reader." By W. H. Rouse. 2s. 6d.
Ogilvie's "Smaller English Dictionary." 1s.
From Messrs. Bell & Co.:—
"History of the Popes." By Leopold von Ranke. 3 vols. 3s. 6d. per vol.
From Messrs. Cassell & Co.:—
"Roman Medicine." By R. C. Macfie. 6s.
From Swan, Sonnenschein & Co.:—
"Public School Year Book." 3s. 6d.

JAMES WOOLLEY SONS & CO. LTD.

CHEMICAL, PHYSICAL AND PHOTOGRAPHIC APPARATUS.

CHEMICALS AND REAGENTS.

CATALOGUES

FREE ON APPLICATION.

VICTORIA BRIDGE,
MANCHESTER.

JUNE, 1908

6d. net

The University Review

VOL. VI. No. 35.

PRINCIPAL CONTENTS.

A Summer Course in a German University - I. L. Kandel, M.A.

The Educative Influence of Folk-Music - H. C. Macilwaine.

Some Features in the Organisation of a Modern University Library - H. Wilfred Checketts.

The Carnegie Trust for the Universities of Scotland.

Correspondence from Universities in the United States of America.

News from the Universities and Colleges of the United Kingdom

---

LONDON. SHERRATT & HUGHES.
CALCUTTA & SIMLA. THACKER, SPINK & CO.
AUSTRALIA. GEORGE ROBERTSON & CO. PROPRIETARY, LTD.

In 2 Vols. Now Ready £2. 2s. 0d. net.

The Knights of England

A Complete Record from the Earliest Time to the Present Day of the Knights of all the Orders of Chivalry in England, Scotland, and Ireland, and of Knights Bachelors

BY

WM. A. SHAW, LITT.D.

Editor of the Calendar of Treasury Papers at H.M. Record Office; Author of the History of the English Church under the Commonwealth; Author of the History of Currency; etc.

INCORPORATING

A COMPLETE LIST OF KNIGHTS BACHELORS DUBBED IN IRELAND

Compiled by

G. D. BURTCHAELL, M.A., M.R.I.A.

Barrister-at-Law, Office of Arms, Ireland

Author of Genealogical Memoirs of the Members of Parliament for Kilkenny

Printed and Published for the

CENTRAL CHANCERY OF THE ORDERS OF KNIGHTHOOD

LORD CHAMBERLAIN'S OFFICE, ST. JAMES'S PALACE

SHERRATT AND HUGHES

LONDON 1906

The University Review

No. 35. VOL. VI. JUNE, 1908.

A Summer Course in a German University

BY

I. L. KANDEL, M.A.,

Royal Academical Institution, Belfast.

WITH the advent of the last school term of the year the thoughts of many must be turning to the approaching long vacation. It is with a view to assist any who may be thinking of attending a summer course on the continent that the following account of one of them is given. The courses in Germany have increased considerably within the last few years and each possesses some advantage peculiar to itself, for example at Marburg one goes to hear Viëtor on phonetics, at Jena the attraction is Professor Rein. Those interested in pedagogy cannot fail to have their interest further stimulated by a visit to Jena. The town itself is beautifully situated on the outskirts of the Hungarian woods and in itself should prove attractive to the visitor. It is rich in historic associations and is within easy reach of the enchanting Thuringian woods, of Weimar and Eisenach with the Wartburg on the one side, and of Leipzig and Dresden on the other. From another point of view the town is interesting for the great Carl Zeiss factory which is run on more or less co-operative lines. Connected with the founder of this factory stands the large Carl Zeiss Stiftung—a beautiful building containing a library

supplied with periodicals and newspapers from all parts of the world and large lecture halls. It is here that the main activity of the summer course centres, for here are held the lectures and meetings.

As has already been hinted, the most important of these lectures are delivered by Professor Rein whose influence on English pedagogic thought has been so deep, So much so that at one time a visit to Jena was essential to secure important educational appointments. Nor has that influence waned, if one is to judge from the numbers who most devotedly throng his lecture hall throughout the fortnight during which the course lasts. And indeed one cannot be surprised, for more stimulating lectures than those delivered by Professor Rein can hardly be imagined. Within the short period of the course the whole foundation for further study in pedagogy is laid; the audience is directed throughout the whole field of educational theory with digressions in pedagogic history and method in a most masterful manner. One could only envy the position of a beginner in the subject in the privilege of such an introduction into it; but even to one who had covered the ground in the writings of Professor Rein himself and elsewhere, the opportunity of revision under such sympathetic treatment was not to be missed. One's views became clarified and orderly while listening to such lectures. And not only are the problems of general pedagogy discussed but questions of the moment, such as co-education, the proper time for beginning the study of the classics, the care of scholars of abnormal types, are brought to the front. On the whole if one attended only this series of lectures, the return for the long journey would be ample.

But the course offers a wide field for choice. Pedagogy stands first, and in addition to Professor Rein's lectures there are several series on allied subjects. There are courses on method, on the teaching of religious subjects, on the history of pedagogy and educational theorists, and

on manual training by men who are authorities on the subjects. Further there are courses on psychology, general and special, as for example the course on Herbart, on child-study, on abnormal types—all with bearings on the study of education. To this series may be added the courses on different aspects on sociology and political economy, with a course on the history of the movement for female franchise.

Another course deals with the various departments of natural science—including chemistry, geology, physiology, and astronomy, all combined with practical work. And, lastly, comes the literary course with lectures on French and German literature, and classes for the study of German and English for beginners and advanced students. The language teaching is entirely on the direct method.

But it may be objected to the courses which any German university offers that for the English-speaking people they are limited to a select few, who are acquainted with German and can already speak it fluently. That this objection is groundless the writer discovered last year in his association with other English students at Jena. Several of them could hardly make themselves understood in German; two at least had only commenced to learn German a fortnight before the course began, and admitted that with obvious limitations, of course, they had been able to follow sufficiently to carry away with them the essentials of the lectures which they attended. Further the opportunities for learning German are excellent. For, in addition to the classes in German, the visitors soon fraternise, and as all are bent on the same mission an excellent spirit of co-operation prevails. It may be that national sets would be formed, but this is not usual. It is no uncommon experience to play tennis with a German, a Frenchman, and an American at the same time, and the only conversational medium must be German. One of the most pleasing features of the course is the provision made on the social side. Walks in the

neighbourhood are arranged every day under the direction of one of the professors taking part in the course. Several excursions further afield, to Weimar, for example, and the heart of the Thuringian woods also take place. In addition private parties and picnics can easily be got up. And one of the most interesting experiences is the interchange of ideas on such occasions. The course is visited by representatives of most European nations; America was also well represented last year; and an interesting visitor was a Japanese student. It is a matter of the greatest ease to secure introductions to any or all. So that for a clearing-house of ideas alone Jena is to be recommended. Nor are the formal discussions on subjects bearing on the lectures of the course to be omitted. These are held under conditions perhaps strange to our experience, but none the less comfortable and conducive to enjoyment. For these are usually held in local inns with all that is necessary to supply confidence at hand. And if one does not speak, why, one could not catch the chairman's eye because of the smoke.

An objection to a summer course at Jena, which, of the universities offering a course, is perhaps most distant for us, may be based on the ground of expense. But this is not insurmountable. English tourists have too long accustomed themselves to put their trust in agencies and book straight through to their destination. At a time when through trains in Germany only provided first and second classes this may have been a wise policy. But since the revision of railway tariffs one can travel comfortably third class as the majority of Germans now do. The cost of the stay at Jena is small; rooms on boarding terms may be obtained at from 20 to 25 marks and included in this are lessons in German. The course only lasts for a fortnight and is held at the beginning of August. A plan to be recommended to those who have not sufficient confidence in their acquaintance with German is to reach Jena in

July. The university lectures are still being delivered and visitors are allowed to attend free of charge. In addition the practising school in which Professor Rein's labours centre is also open to visitors and much may be seen and studied there in a fortnight. A study in itself is a visit to the ordinary schools of the town even though the command of German is small. For this, however, a permit must be obtained from the Board of Education.

On the whole, then, the course at Jena offers an excellent opportunity for a holiday, for it is an excellent centre. For those interested in pedagogy no better course can be devised within a limited time. And above all the most enjoyable part of such a visit is the atmosphere of freedom in discussion, of broadmindedness and independent thought which pervades Jena even when those who make up the university have departed.

I. L. KANDEL.

The Educative Influence of Folk-Music

BY

H. C. MacIlwaine.

THE aim of education is, I take it, to develop the character, strengthen the spirit, and make sounder the physique of every child, so that each one may in maturity be a better citizen than the parents, and contribute to the making of a sounder nation. If that be so, then beyond question we have in the revival of the all but forgotten practice of the folk-music of our own country, by our own people, an educative instrument at once perfectly simple, absolutely sound, and no less than mighty.

At first sight it may appear to the uninitiated quite absurd to declare that, to encourage our youngsters to sing and dance in some new-old manner, is to open to them an easier road to health and happiness and at the same time both to sweeten and simplify the business of teaching and developing them. I propose to bring evidence to show that not only is this declaration the reverse of an absurdity, but that it is one pre-eminently worthy of attention by everyone who has at heart the welfare of the people. To do this I propose to say: firstly, what is folk-music; secondly, how and why the practice of it is beneficial, more especially to the young; thirdly, what, broadly, is our experience of the results of our work so far, for the encouragement of the practice.

The folk-music of any people is the expression by that people, whether in dance or song, of its sadness and gaiety, its longings and strivings, its peculiar attitude

towards love, life and the problems of life, death, and the hereafter—it is, in short, the expression, measured, rythmic, and poetical, of the soul and character of a people. Art-music, whether in song or symphony, is the ordered, conscious, cultivated expression of some individual composer, and may be native or borrowed, sincere or pretentious; folk-music is the traditional, unconscious expression of the community, it arises from unknown beginnings and is passed on from one generation of performers to another, taking the impress of each; being not written down it is never stereotyped, yet its continuity is perfect and unbroken; obeying the natural impulse of the performer, it is, it must be, absolutely sincere. Art-music is *made*, is individual, is a conscious and voluntary act, and being written is stereotyped; folk-music is *evolved*, is communal, unconscious, and being not written but transmitted, receives from each generation and locality its abiding yet slowly changing characteristics. I ought to say here, that for this definition of folk-music I quote Mr. Cecil Sharp as authoritative; it will be seen later that I accept his authority on folk-music generally as the best I know of.

To tell, as a matter of personal experience, how and why the practice of folk-music is beneficial to the young, the simplest way will be to give a brief review of our own work up to the present. The Espérance Club for working girls, founded some twelve years ago, is like any other establishment of its kind in London and the provinces—a centre where people come together to make the lives of our working girls happier and wholesomer, and more secure. Some six years ago Miss Neal, the hon. sec. of the Espérance Club, was at a loss for a teacher for her singing class. With diffidence, I filled the breach, as I thought then, until some capable person should offer; as it turned out, I fill it to this day. For the benefit of those who may be tempted to do likewise, I state my qualifications: an ear sufficiently correct, all but

elementary ability as a pianist, and an all-round and inexhaustible interest in mere humanity. Of these, I hold the last to be immeasurably the most important.

As the teacher was inexpert and untried, and not one of the pupils knew a note of music, simplicity in the things taught was the first essential, It was the approved custom for the girls to perform at their annual party and dance, in February, what they had learned in the autumn and winter. Thus in the circumstances, to follow custom, the choice was practically restricted to that article of commerce and accomplishment known as the school cantata. Of these we produced under my direction, four. During that time the class increased steadily, to about 40; the teaching, in its kind, prospered also and was a joy that never staled; the performances attracted great and greater interest among friends and parents of the singers and supporters and friends of the club. We, songsters and teachers, in the vulgar phrase, began to fancy ourselves and pined, awhile in vain, for fresh worlds to conquer. In vain, because our primitiveness in accomplishment seemed to have fenced us off with school cantatas and their like from the world of music.

Then, by chance, in a record interview, I heard of Mr. Sharp, of his enthusiasm and endeavour in resuscitating English folk-music, a native and beautiful art well-nigh forgotten, and perishing of neglect in our very midst. Knowing nothing until that hour of the enthusiast or his subject, I guessed or divined that here was the way out of our ring fence into a world that badly needed re-discovering. And so it was. Miss Neal, as honorary secretary of the club, saw Mr. Sharp and told our case. We had guessed aright, he said at once: something inherited, instinctive, traditional in these daughters of London and to-day would respond to the music of their forefathers; with characteristic generosity he gave her a book of his "Songs from Somerset"; within a week "The Seeds of Love" was sounding in Cumberland Market.

With that, there began a revolution and a national movement—in the light of after events and to-day one may use even those big words—a revolution hard to tell of in a narrow compass ; a bare recital of its significant and promising features must suffice. The teaching was begun in September. At the end of a few weeks, Mr. Sharp came to hear the result and it startled and delighted him. Asked by Miss Neal to suggest dances, he was reminded of some Morris tunes, taken down some years before, but never used. Miss Neal journeyed into Oxfordshire, found the traditional Morris-man and arranged with him and another, bricklayers both, to come up to London. It was my privilege to meet them, strangers and in fear, at Paddington. And presently, behold our own Londoners—in whom, as in all their kind, lives the the spirit of dancing—at work upon the Morris. That, as events were to prove, turned out to be a historic scene.

At the annual party in February, 1906, the programme was made up of this folk-music. The audience, of 200 or so—representing every class and kind of person—had always received our school cantatas with interest and goodwill, They received our folk-music from the beginning with an enthusiasm that grew in the end uproarious ; we were urged on every hand to give a public demonstration. This we did in the April following ; we filled the small Queen's Hall to the doors and turned about a hundred empty away. That was the first of thirteen concerts of the same kind, by members of the Espérance Club ; the last was given in this present month.

From the very beginning we, the originators, believed in our hearts that in restoring to the living generation of English children the old-time music in song and dance of their forefathers, we were doing no less than restoring to the people an inheritance of gaiety and goodwill that by some mischance had been long mislaid. In April, 1906,

we knew it was so. With every repetition of our performance, and betweenwhiles, inquiries poured in, from leaders of clubs of every kind; from teachers and trainers of every persuasion all over the country—How were they also to be put in the way of doing as we had done? To meet these demands, so far as possible with our slender resources, these things were chiefly necessary: organisation, advice, and instruction; and the publication of songs and dances. Of these, the first three have been ordered by Miss Neal. At first, as was natural, the call for teachers of the dances came from London and the suburbs. The Espérance girls have proved a talent for imparting to others, quite as singular as their readiness to learn. So the Morris Dance came to life again all over London. Soon the provinces were clamouring for it; and, to satisfy these, first one and then a second girl was taken from her work in London and sent out to teach. It is the unanimous verdict of those who have received their services, that both display a capacity to instruct, and to keep order withal, that is indistinguishable from genius. Their pupils range from Poor Law children to the highest in the land. By these and kindred methods the Morris Dance, that two and a half years ago was but the name of some quaint, unknown, and half-forgotten thing, is known and practised in, and is bringing wholesomeness to, a hundred villages and towns, in places as wide apart as Lancashire and the coast of Sussex, Norfolk, and Devon; Black Glamorgan (for we have invaded the Principality too) and Kent. As for the publishing of the music of songs and dances—for that was a necessity—Mr. Sharp had already printed many of the songs with his own beautiful settings, and has since issued many more; he and myself worked together and got out handbook and tunes of the Morris.

This brief sketch will serve to show that what we started obscurely in a back street had spread within two years (thanks mainly to Mis Neal's indefatigable industry

and very singular powers of organisation) throughout the kingdom. Now, no industry, or power to further any cause, will make it truly popular except it have in itself something vital, that a people really needs and wants and is waiting for. It was obvious that in this dissemination of the forgotten practice of folk-music in our own country, that vital something really dwelt. In the manner aforesaid, it grew upon our hands until it far outran the powers of its originators to deal with it. Towards the end of last year a meeting of active friends and supporters of the movement was called; and early in the present year was formed the Association for the Revival and Practice of Folk-music. Its office is at 35, Craven House, Kingsway, W.C., where all who wish to know more of it, its aims and progress, should apply for information.

As to the effect of the practice of folk-music—as to its value, that is, as an educative and civilising agent—this is quite as obvious as, and infinitely more gratifying than, its swift and amazing popularity. From that very first evening when first "The Seeds of Love" was heard in Cumberland Market, we knew that here was life, resonance, and fertility never inspired by the school cantata. The latter was never heard, betweenwhiles, beyond the club doors; the folk-song, and presently the Morris dance, had wings—the wings of old tradition—that carried them abroad in the land. And wherever they went they made for health and cheerfulness. Firstly as to the Espérance Club itself. Two of the members have been mentioned already. These, ordinary London working girls, have gone out to teach the dances in every kind of place—from highly equipped colleges for physical training to Poor Law schools; in convents (where nuns and priests joined in the dance); in Quaker settlements (for the Morris overcame the just scruples of Friends); in private houses, literally, of every kind. There has never come from one of these many places a word but of

praise, for extraordinary efficiency in the teaching; and for the bracing effects, both physical, moral, and spiritual, of the folk-music, whether in song or dance, or both, upon the pupils. As for these two girls themselves, friends of my own since their childhood, the folk-music and what it has given them has re-fashioned both, turning them from slender creatures into sturdy and gifted citizens. Some fifteen others, who still follow as heretofore their original occupations, have been out teaching in London and the suburbs. Under my own eyes, these have improved in character and physique, well nigh beyond belief; and every one, again, earns testimony wherever she goes for something akin to inspiration in the teaching, for punctuality and implacable honesty; and somehow these qualities they leave prospering behind them, amongst the pupils.

About a year ago, we tried the Morris and the songs on some boys, also members of the club, rowdy, good-humoured Londoners. These have also been re-made by the exercise—which they follow with untiring zest—from vague and turbulent people, a terror to the peaceful wayfarer, into at least the makings of responsible citizens. As for the girl-children, the little ones—it is hard to speak of these at the traditional children's games, at the dances when they are big enough to attempt them, and at the songs, without extravagance. It is a common experience with us at our concerts, when the children sing, to see rows and rows of sedate and cultivated people shouting an uproarious refusal to let us get on with the programme until the children have sung again. And it is one of the tragical errors of our time to suppose that the gift of music and rhythm is lost to the country child and remains only with the quick-witted and the city-bred. Let anyone, just the friend of children, go into one of our songless villages and start the young ones there, at random, on any song or children's game—such as once were sung in the merrier times by forgotten

generations. It has been my great joy and privilege to do this very thing that I commend to others, and to see parties of children turn beneath my eyes from mute and unresponsive creatures into tuneful and eager ones. There is, in the giving back to the children of England of the simple music of their forefathers, an instrument of supreme and simple service ready to the hand of every teacher ; and there is no more faithful and devoted set of people anywhere on earth to-day than the teachers of our English children. I suggest here a means whereby they may sweeten labour and improve results, already, in their hands, incomparable.

By way of emphasising the fact—that in the revival of our folk-music amongst the growing generation we have an educative influence of first-rate power—I will give a few significant examples of the testimony of those in authority who have helped on the movement and seen its influence grow and spread. A lady, head of a great establishment for the training of teachers in physical culture, told me she was convinced that these traditional English dances were bound in great measure to replace, as well as to supplement, certain forms of drill now in vogue. "They bring every muscle into play," said she, "they're danced for the love of dancing, in playtime as well as in school ; and, more than all, they're never dull." As she said it some sixty young women were dancing the Morris all together, the little London working girl who had taught them all was presiding. All these were going out presently as teachers ; there could be no doubt their open-minded Principal spoke the truth.

Again, wherever in the elementary schools these songs and dances have gained a foothold, there comes thence, from those in authority, overwhelming testimony that a new spirit of cheeriness, a readier subjection to discipline, more briskness at the school-task, and more happiness in playtime and on the way to school, is abroad amongst the children. In Poor Law schools the increase

in happiness and wellbeing amongst the children is even more marked. In Quaker communities and others, as I have told, where the round or mixed dance has been discouraged or forbidden, the Morris, because it is danced by one sex alone, and is just the healthy and hearty expression of the joy of existence, has wrought a cheerful revolution. Examples of these testimonies as to the bracing and brightening of schooltime and the communal life generally by the practice of our own folk-music in dance and song, might be multiplied by hundreds and still leave the evidence that has reached us unexhausted.

Now this prosperous change, of which I have attempted to give a very brief sketch, has come about from utterly obscure beginnings in a couple of years. Yet we, the originators, are very well convinced that the movement is even now only at its beginning. For not only is there evidence pouring in daily that it spreads amazingly in the manner I have told, but every day there are signs that it is capturing and cultivating fresh fields. There is, for instance, to indicate only a few of the likely developments, a reasonable hope that before this summer is out, the Morris and the folk-song may be seen and heard in the public parks and open spaces, by leave of the municipal authorities who, it is hoped, will see that facilities are given for the instruction and encouragement of folk-music amongst the multitude of youngsters who come out to play; who often enough hardly know what to play at, and by consequence not infrequently drift into mischief. Certain public authorities, again, have decreed that organised games shall be taught and encouraged; and here and there have progressed little further than the decree: here, in the organised dances and music of their own people, is the instrument ready in their own hands; and there are eloquent signs that they are waking to the fact. By means and methods such as these, we are fully convinced, from what is now and has gone before, that ere another generation grows to maturity, the mislaid

inheritance of their own beautiful folk-music will have been restored to the English people—and greatly to their enrichment in all the things best worth having: in health and cheerfulness of body, mind, and spirit.

As to the facts I have given, they are given at first hand and may very easily be confirmed by anybody who has a mind to it. As to prophecy, we shall see. But in any case I hold that any man or woman, whether bent upon taking up an educational career or no, who has merely the best interests of the nation at heart, will do well to look into this movement, and if it prove as represented, to take a hand in it: there is room for everybody, since folk-music is there, if latent, in the blood of all the people, and is to be learned and practised as easily as the mother tongue. In thus inviting attention—we have no need, long since, to seek it—just here, I have my eye, naturally, upon the men and women with their university training and their belief in it fresh upon them. All these I very sincerely urge, for the good of themselves and their own people, to look further into this: a national movement that embraces all and makes for national health; that is educative, because it makes for discipline and docility in the pupil, both in school, at home, and in the playing-field; that nourishes the right culture of a people at its very root, because it is traditional and assured, and makes for sincerity, simplicity, and truth.

H. C. MacIlwaine.

Some Features in the Organisation of a Modern University Library.

BY

H. WILFRED CHECKETTS,

Sub-Librarian, The University, Birmingham.

> "The university represents a unique combination of the library and the scholar. A library without a scholar is a pile of bricks without an architect, useless, meaningless; a scholar without a library is an architect without bricks, helpless, worthless. A scholar in the library, a library for a scholar, and both constituent parts of the university, represent the affluence, the power, and the progress of learning."[1]

The modern university movement in England has introduced many new problems, not all of which have received the consideration that their importance deserves. Among them must be included the vital question of the library and its relation to the university. It is a truism that an organised system of progressive knowledge cannot be maintained without constant access to books. To ensure that this need is adequately met, and that the library service is in all respects efficient, should be among the primary objects of every university authority. But at present it does not seems to be sufficiently realised that a library is required to be not merely a storehouse of books, but an active machine in the educational workshop.

If this function is to be properly fulfilled, there must

1. Charles F. Thwing—'College Administration,' 1900, p. 191.

be a clear understanding first as to the particular conditions which are implied by the existence of a university library, and second as to the methods which such conditions necessarily involve.

Certain limitations may be at once specified. In the first place, the fact that there is no intention to cater directly for the general public, necessitates a quite special kind of treatment. It is now being discovered by our public libraries that a great part of their task is to educate the reader to use wisely the good things placed at his disposal. The academic reader, however, consciously directs his reading towards certain definite intellectual objects. This difference affects almost every phase of library practice.

The second important point to bear in mind is that the *primary* aim of a college library is not, like that of some of the great libraries, accumulation. A needed opportunity is thus created for effecting a closer and more direct connection between book and reader. The preservation of literary records for the future can justifiably be regarded, in this instance, as subsidiary to the importance of their immediate utility.

The satisfaction of such an ideal affects the three main classes—undergraduate, research, professorial—comprised within the university. Their several demands need careful examination.

A large part of the literary attention of the first-named and more numerous section is naturally devoted to text-books. It would indeed be a happy solution if Mr. H. G. Wells's suggestions in this respect could be carried into effect.[2] His proposals for the co-operative production of standard text-books and their constant revision, duplication, and distribution, would economise that appalling amount of industry which is now expended in more or less vain repetition. For the present, however, the library must continue to act as a medium for the

2. H. G. Wells—"Mankind in the Making," 1903, pp. 318-323.

circulation of such books. The shelves need not harbour every petty compilation or annotated reprint, but room must be found for all the leading treatises, and for some of lesser note.

An allied question is that of books required for collateral reading. The suggestions of a lecturer constantly originate sudden calls for particular books by several readers at one time. The temptation to duplicate is then strong, and it needs discretion to decide wisely and well. But the demand is usually temporary, and can then be met by such a disposition of the volumes as will facilitate consultation without permitting the book to be monopolised by one or two readers. Members of the teaching staff should be expected to give notice to the librarian of those books or subjects which they intend to recommend to their classes for perusal or study. It seems probable, that in the future, when more attention is paid to the library, and financial provisions consequently become more liberal, duplication perhaps on a large scale will then be thought desirable and even imperative.

The claims of the research or post-graduate worker are perhaps the most serious with which the library authority has to deal. He needs a thorough equipment in certain directions. His literature must be easily accessible, and accompanied by all the aid that bibliographies and indexes can afford. Unless the library is to be useless to him, it must contain complete sets of all the leading scientific and literary journals, the published transactions of learned societies, and the standard, and frequently expensive monographs on special subjects. Much waste of intellectual energy can be avoided by that knowledge of the full history of an investigation which is only to be obtained from literature of this description. New workers are continually astonished at the enormous amount of labour that has already been performed in their own corner of the educational workshop.

The needs of the third or tutorial class of reader are

practically co-extensive with those of the research student. But it is desirable to guard against any tendency to develop the literature of pet professorial subjects at the expense of the general utility of the library. Specialisation of this kind should bear a strict relation to financial resources.

It is worth while to state general rules such as these, even though somewhat obvious, for although book selection is a matter which largely decides itself, there is often room for discrimination both in the acceptance of gifts and in the making of purchases. The increasing intrinsic value of mere space in a library calls urgently for its economical management.

Another matter, and of a more debateable nature, concerns the respective borrowing facilities accorded to different classes of readers. Practice in this matter varies considerably in different university libraries. It seems to be consistently recognised that the traditions and dignity of the academic staff entitle its members to considerable privileges in this respect. There is, however, sometimes a tendency towards abnormal borrowing and long retentions of the books which in individual cases may approach towards an abuse of the library's privileges. Yet fines are not only objectionable in themselves, but difficult to establish and enforce, and it would seem impracticable, if not unwise and undesirable, to curtail the professorial privileges. Perhaps all that can be done to any purpose is for the librarian to maintain a persistent bombardment of applications for books in demand or overdue.

It will probably be found not to be the rule that those whom we have already described as 'research' readers make exorbitant requests for loans. But it seems only just and right that properly authorised workers of this class should be allowed to take away a limited number of books for a limited period.

It is a much more contentious matter as to whether

the undergraduate reader should be altogether debarred from these rights. But it has been found that prohibition only serves to put a premium on surreptitious loans. The plan adopted in the Birmingham University Library has been to lend one volume at a time to students obtaining the signature of a professor or lecturer to the borrower's voucher. A much further extension appears to be in satisfactory operation at the University of Michigan. Student borrowing is there directly encouraged, and it is deemed to be an ample safeguard against loss to impose fines for overdue books, and to withhold the University degree until the missing books have been returned.[3]

The development of the public library movement in recent years has created keen discussion and interest concerning library matters which are equally important to more academic institutions, but not yet responsible in their connection for any considerable controversy. For example, a leading question of the hour among public librarians is that of the reader's access to the books. Is it advisable to put the reader right into touch with all the books on the shelves, or must there be a more or less elaborate ticket and counter system ? There can be no doubt as to which is the more appreciated by the reader. There can be equally little doubt that losses and some confusion are inevitable with the system of "open-access" as it is called. But there is no reason for assuming that only two solutions of the difficulty exist. One reasonable and perfectly feasible plan would be to grant access to all students who have been duly accredited by their professor or dean. The permit could be weekly, monthly, or sessional as the necessities of each case might require. Applications for individual works would naturally still be confined to the librarian's desk, and certain kinds of reference books would just as naturally be placed on shelves open to all.

3. University of Michigan—Annual Report of the Librarian for 1905-6. Ann Arbor. 1907.

Any system of "open-access" of course involves a close subject classification of the books on the shelves, though not necessarily according to the strict rules of Cutter, Dewey, or Brown. The most practical basis will possibly be that of the subjects as taught in the university, since it is just those sections of the library that are likely to be most strongly represented.

It should be added that a complete and properly arranged card-catalogue is absolutely essential for a university library. The best classification scheme must be limited in its power to guide the reader, but the possibilities of the card-catalogue in this direction are infinite.

The question of departmental libraries is another not infrequent cause of contention, and it is one that may fitly be discussed here. It is difficult to deny that the usefulness of certain books may be greatly enhanced by their separate localisation in class or seminar collections, and it ought not to be inconsistent with effective supervision to carry this out whenever there is sufficient justification. But undoubtedly it should be stipulated that such books should, as far as possible, be duplicated in the main library, and in all cases treated as loans (sessional or annual), liable to recall if required. This is the most satisfactory and moreover it is the only economical way. Nothing can be more subversive of sound financial and general administration than to grant sums of money to particular departments for the purchase of books over which the main library has no control.

The attempt has not been made in this article to deal exhaustively with any of the innumerable points which call for discussion in connection with this important subject. It would be possible, also, to treat at length of such matters as shelving and architectural arrangement, the equitable division of library funds, the hours of opening, or the qualifications desirable in the personnel of the staff. It has been sufficient here, however, to

emphasize the existence of characteristic features in a university library, and to do little more than indicate some of the aspects affected by its particular limitations. These need the fullest consideration, so that under the new conditions of university activity, the library will become the heart of all things, great in its usefulness to all the branches of learning, and great, therefore, as a prime source of all that makes for real progress and true education.

H. WILFRED CHECKETTS.

The Carnegie Trust for the Universities of Scotland.

REPORT TO THE EXECUTIVE COMMITTEE REGARDING A SECOND QUINQUENNIAL DISTRIBUTION OF GRANTS UNDER CLAUSE A.

As members of the Committee appointed to inquire into the claims of the various Universities and Extra-Mural Schools, in view of a second Quinquennial Distribution of Grants under Clause A for the period from 1st October 1908 to 30th September 1913, we have to report that in December last we made a visitation of the four University centres, when we had an opportunity of conferring with the members of the University Courts and other governing bodies, and that we have since had several meetings at which the respective claims sent in both before and subsequent to our visitation have been carefully weighed and considered.

At our visits to the various University centres, we had an opportunity of inspecting the new buildings which have been erected with the help of our grants during the last quinquennium, and of appreciating the great service they are rendering towards the proper development of scientific teaching and research. A full description of the results of our last quinquennial distribution belongs more appropriately to our next Annual Report. But we may observe in passing that in the case of Edinburgh and of Dundee the authorities are to be congratulated not only on their new buildings, but on their acquisition of suitable sites for further extensions.

What we mainly aimed at in our conferences with the various authorities was to get rid of the indefiniteness which characterised many of their statements of needs. In this we have been so far successful; in some cases a revised statement has been sent in since our conferences, which has greatly facilitated the task of deciding among competing claims.

Before dealing with those statements individually, three general points must be referred to.

(1) *Amount of Aggregate Grant available.* Taking our net income under Clause A as £50,000, we have as charges upon it not only our Research Scheme, which for the present year is estimated to cost £7,615, and the claims of which are more likely to increase than to decrease, but also the Laboratory of the Royal College of Physicians, the annual expenditure upon which has considerably increased since we took it over. If, therefore, we are to keep within our income—apart from the problematical inflow of surpluses of income available under Clause B—we cannot under this second Quinquennial Scheme recommend the distribution of more than £40,000 annually among the University centres, including both Universities and Extra-Mural Schools. This will involve some reduction in the total grant to each of the Universities as compared with the previous quinquennium. But as the reduction recommended will be made on the grants for Endowment, and not on those for Annual Expenditure, it will not affect the income of any of the Universities during those five years. It will merely mean that at the end of the quinquennium one or two Endowment Funds for certain Lectureships will be somewhat less than they would otherwise have been, and will therefore have to remain as a charge during at least some portion of a future quinquennium, unless, as may be hoped, the existence of the incomplete endowments may attract assistance from other quarters.

(2) *Provisional Assistance.* The question of grants for Annual Expenditure was dwelt upon at length in the report regarding the first Quinquennial Scheme. We see no reason to alter the view there laid down that any permanent devolution of the income of the Trust under Clause A would be attended by grave difficulties, and that it was only by additions to Capital Endowment that the teaching resources of the Universities would be widened and strengthened on a permanent and independent basis. But as there is a desire on the part of the Universities that under the head of Teaching the Committee should assign a portion of the annual grants to be used as Income, we venture to suggest the following compromise, which will, we hope, meet with their more urgent needs, viz., that for the present quinquennium annual grants for Provisional Assistance might be made to each University up to a maximum of £1,000, but only towards the support of Lectureships to which we are at the same time contributing grants for Endowment. It is obviously immaterial, so far as University finance is concerned, to which Lectureships such Provisional Assistance is

given; for in reality it will relieve the General University Fund *pro tanto*, and the University authorities will thus be able to apply its equivalent to the assistance of such other departments as they deem best. At the same time, there will be no violation of the principle adopted by the Executive Committee as to Provisional Assistance, viz., that annual grants for a particular lectureship should not go on indefinitely, but be terminable at the end of a quinquennium, or when its endowment has been completed.

(3) *Interim Distribution.* It is to be noted that since the statements of claims were sent in, the Executive Committee have arranged for an Interim Distribution of Funds under Clause A for the period of nine months from 1st January till 30th September 1908. Thus some of the more urgent needs mentioned in these statements have already been relieved.

We now come to the individual claims of the several centres.

St. Andrews University.

At St. Andrews, as elsewhere, we found that the *Library* Grant during last quinquennium has proved one of the most valuable features of our scheme; and we propose, in the case of all four Universities, to continue the annual contribution of £1,000 under this head.

As to *Buildings and Equipment*, the United College is now in a fortunate position. Through the generosity of Professor Purdie, and with the help of our own grants during last quinquennium, the buildings for the Chemical and Physical Departments have been completed and excellently equipped. There is also an endowment fund for current expenses connected with the higher work of the Chemical Laboratory. A considerable extension of the Library Buildings is being carried out, the entire cost having been met by a donation from Mr. Carnegie. Then as to adequate accommodation for the Department of Zoology, which was one of the claims put before us at our visit, we learn that Mrs. Pettigrew has offered £6,000 to provide this as a memorial of her husband, the late Professor of Medicine in St. Andrews University. A further sum of £1,000 is still required to complete the Endowment Fund of £3,000 for the upkeep of the Botanic Garden, and we recommend a grant of that amount. University College, Dundee. has been equally fortunate in a similar way. Our grant of last quinquennium went for the most part to the construction of the central heating apparatus for the new building extension. Now the com-

pletion of the buildings for Physics is ensured by a special gift from Mr. Carnegie of £12,500 for that purpose. We learn, further, that the sisters of the late Mr. T. L. Peters, of Dundee, have offered, as a memorial of their brother, a sum of £4,000 for the erection and equipment of an electrical engineering laboratory. At our visit to Dundee it was explained that, apart from the special requirements of electrical engineering, a sum of at least £10,000 would be required for the erection of new buildings in connexion with Engineering. Personal inspection convinced us of the urgent need of such an extension, and we recommend that this sum be granted. The only other item asked for under this head is a sum of £500 for equipment of the Pathological Department of the Conjoint Medical School. We recommend that this also be granted.

Under the head of *Teaching*, sums of £5,000 each are claimed for endowment of Lectures in Geology, History, and Economics. We think these claims justifiable. The Lectureship in Geology is intended to be a University Lectureship, available for the students of the Dundee College as well as for those of the United College. We understand that this would be effected by the Lecturer holding his classes at the two centres in alternate years; and we recommend the grant on the understanding that some definite arrangement of this kind will be made. For Provisional Assistance a number of small claims were made; but, as explained above, we have decided to recommend the limitation of such assistance to those Lectureships to which the Trust is at the same time contributing Endowment Funds. We therefore suggest that during the five years an annual grant of £300 should be offered to each of the above three Lectureships. The continuance of the annual grant of £100 towards the Lectureship in French at Dundee is also asked for. We recommend its continuance; but at the same time, in order to preserve our principle of contributing income only to Lectureships that are gathering Endowment, we also recommend that a further sum of £200 a year be offered, so as to accumulate for the Lectureship by the close of the quinquennium a contribution of £1,000 towards an Endowment Fund, in the hope that local resources may help in its completion.

Glasgow University.

As a result of our visit, the Glasgow University Court were good enough to revise their statement of claims. This further statement is so clear and definite that we have had little or no

difficulty in dealing with it. Besides the annual contribution of £1,000 for the *Library*, a capital sum of £13,500 is required to clear off the debt upon the *Buildings and Permanent Equipment* of the Departments of Physiology, Materia Medica, Forensic Medicine, and Public Health, which, like the Physics Buildings, are now opened and fully equipped. We recommend that both these claims be granted.

Under *Teaching*, Endowments are claimed for one Professorship and four Lectureships. The Professorship is that of Mercantile Law, for which £5,000 has already been contributed. The Lectureships are those in English Language, French, Bacteriology, and German. We regret that the amounts we are able to recommend towards endowment of those Lectureships, viz., £7,500 each for English Language and French, £5,000 for Bacteriology, and £1,500 for German, are not quite so large as was asked for. The reason for the reduction has already been explained. The Provisional Assistance claimed is approved, viz., £300 a year towards the Lectureships in English Language and French, and £200 a year towards those in Bacteriology and German.

Under the head of Teaching, the statement of Glasgow University contained a further item, which deserves special mention. It asked for an endowment fund of £6,500, and for a provisional annual grant of £200 a year, for "Teaching Fellowships," the holders of which would assist in the Honours teaching and in the higher development of their several departments. "The Court think it preferable that such 'Fellowships' should not be permanently attached to any particular subject, as endowed 'Lectureships' must necessarily be. They should be assigned to different subjects from time to time, according as need arises and as suitable men are available." The advantages of this scheme were pressed upon us at our conference, and it is one with which we have entire sympathy. At the same time, we feel that it might be more appropriately considered as a possible extension of our Scheme of Post-Graduate Endowment and Research, particularly as in the present distribution it would not be possible to afford the requisite funds without prejudicing the other claims put forward.

Aberdeen University.

As in the case of Glasgow, the application of the Aberdeen University Court was revised after our visit, and made considerably more definite.

We have already recommended a continuance of the annual contribution of £1,000 to the *Library*.

As on the previous visit, we found that this University was fully supplied so far as Buildings were concerned, and that the continuance of the annual grant of £1,000 would meet the more pressing needs of *Permanent Equipment*.

Under the head of *Teaching*, we recommend endowments of £7,500 each for Lectureships in Education and German, and endowments of £5,000 each for Lectureships in Political Economy and Constitutional Law and History. Further, in place of the Provisional Assistance demanded for a variety of subjects, we recommend annual grants of £300 each for the Lectureships in Education and German, an annual grant of £250 for the Lectureship in Political Economy, and one of £150 for the Lectureship in Constitutional Law and History. In connexion with the Lectureship last mentioned, there was explained to us at our conference with the University Court a scheme for so amplifying the legal curriculum at Aberdeen that the University should be enabled to equip students in all the subjects necessary for graduation in the degree of Bachelor of Laws; and indications were given of the sympathy with the object entertained by the University itself and by the legal profession in the North of Scotland. We look with favour upon such a scheme, and have offered it substantial assistance in the expectation that what is necessary for its completion will be supplied from local sources.

Edinburgh University.

The Edinburgh University Court have found considerable difficulty in defining their claims upon the Trust; and even now, after further communication, some of the claims are still without any specific statement of the objects to which the sums claimed are to be applied. The more definite among them may be mentioned first. Besides continuance of the present *Library* grant of £1,000 a year, grants are claimed under the head of *Buildings and Permanent Equipment* of £6,000 for completion of Physics Buildings; £1,200 for fireproof room in Library; £2,000 (or £400 a year) for apparatus; and £300 (or £60 a year) for expenses of cataloguing the Anatomical Museum. These we regard as justifiable.

Under the head of *Teaching*, an Endowment Fund for Lectureships of £20,000 (or £4,000 a year) is asked for; and we

understand that it is the intention of the University, should the above sum be granted, to set aside £17,000 of Sir Donald Currie's Foundation, so as to provide at the end of five years, along with the Carnegie Endowment, a Lectureship Endowment Fund of £37,000. We see no objection to reserving this amount as desired, nor to awarding our maximum contribution of £1,000 a year for their provisional assistance, provided the Lectureships are specified before payments are claimed.

The remaining claim of the Edinburgh University Court is one for the departments of Physiology, Natural History and Pathology, on the ground that they are in need of immediate extension. "As the measure of extension will depend upon the amount of money at the disposal of the Court for building purposes, the Court have not yet come to a decision which department is in the first instance to be dealt with." We recommend that £13,000 should be set aside to meet this claim; but in doing so, we again desire it to be understood that no part of the grant should be payable until the proposals and plans of the University have been formulated and approved by the Executive Committee of the Trust.

Addendum.

One general point of some importance remains for consideration.

Reference has frequently been made in our Annual Reports to the desirability of the Universities instituting a scheme of inclusive fees; and at the conference last year with representatives of the Universities it was found that the main obstacle in the way of such a scheme was the fact that some University teachers, as well as other teachers utilised by the Universities, and therefore really forming part of the University teaching system, were still outside the Fee Fund Schemes instituted by the last Universities Commission, and were dependent for their stipends, in whole or in part, upon their respective class fees. It was admitted by Lord Balfour of Burleigh, who was in the chair at the conference, that some arrangement for putting all teachers upon a fixed salary from a Fee Fund would practically be necessary as a preliminary basis for the institution of an inclusive fee; and he indicated that it might be possible for the Trust to arrange with the respective Universities or University centres for some financial guarantee that would enable them to effect this.

The most notable case of the need for such reform is at Dundee University College, where, owing to the delay in effecting the union with St. Andrews University, the Universities Commission had to leave matters as they found them. But in all the University centres—and more especially in regard to clinical teaching—some similar difficulty occurs. We have been informed that at Glasgow negotiations are proceedings which may result in a reorganisation of the clinical teaching of the Medical School of the University, and that the establishment of a Special Fee Fund is one of the points under consideration in this connection. We are unaware whether there is any prospect of such a development in the Medical Schools of Edinburgh and Aberdeen, though we hear that at Edinburgh some discussion has taken place in connection with the teaching of Clinical Surgery.

Under this head, a claim was included by St. Andrews University Court on behalf of the Professors of Dundee University College; and at our conference with the Glasgow University Court reference was made to the probable necessity of having some financial guarantee if the clinical teachers of the University centre as a whole were to be included in a Fee Fund Scheme. We have not sufficiently detailed information as to these claims to enable us to make any definite recommendations at present. But it would be matter for regret if our inability to include them in this Quinquennial Scheme were to debar us from their further consideration and from conference on the matter with the respective authorities. We therefore suggest that the present Committee be continued, to examine and confer upon any proposals of the kind that may be laid before them, and to report to the Executive Committee regarding these at a future date.

ELGIN, *Chairman.*
BALFOUR OF BURLEIGH.
THO. SHAW.

23rd March, 1908.

Foreign University News.

UNITED STATES OF AMERICA.

From Correspondents and by special permission from "The Michigan Alumnus," "The Yale Alumni Weekly," and "Old Penn," the organ of the University of Pennsylvania.

Thus spake the New York *Nation*:—"It is not putting it too strongly to say that in no American College to-day, with equipment sufficient to entitle it to the name, can a faculty be found in which all the members are bound together by any single important connecting link of past scholarly acquirement or current intellectual interest. It is the merest chance if a professor of Biology in the younger ranks can meet the professor of Greek understandingly even within the narrow limits of the root-meanings of the Greek terms in his technical vocabulary. The professor of Mathematics must steer clear of any formula or theorem beyond the freshman year to avoid the chance of flooring half the young professors and instructors in any single scientific department, except that of Physics; and the fact that the professor of Intellectual and Moral Philosophy does not hopelessly expose the ignorance of the whole faculty at every social gathering is due in no small part to the other fact that, except in the larger institutions, he is also president, and therefore absent in quest of funds for the equipment of some new scientific laboratory. It is never certain that the professor of French can address a sentence of three words in that language to the professor of German without causing embarrassment; and we have recently known even a professor of Latin to be driven to outside help by a Greek quotation in a paper which it became his duty to put through the press. The professor of History has long ceased to hope for intelligent conversation with the rest of the faculty on any historical topic before the Civil War; and the professor of English solaces himself for the lack of sympathetic discussion of any particular

author by the freedom with which he may now quote from the entire field, Beowulf to Bangs, with no danger whatever of being called to account for his general inaccuracies, growing out of his special devotion to Whitman and G. Bernard Shaw. Even when Greek meets Greek it may be no otherwise, for one of the two has possibly won his doctorate by a thesis on the use of the genitive absolute in Herodotus and is now devoting his whole attention to the syntax of the cases in the later historians; while the other ground his degree out of the recently discovered fragments of Herondas, and is at present confining his researches to the representation of women in the Greek lyric poets prior to Callimachus."

The Largest University in the World.

"The leading University of the world, judging by mere numbers, was, up till a year ago, that of Berlin. First place has now been won by the University of Paris, which had a student body of 16,609 in last summer's semester. A report just presented to the Minister of Public Instruction states, further, that the teaching staff consists of 285 professors and instructors, excluding those in charge of the so-called *cours libres*. The Faculty of Law, by far the largest, had then 7,182 students, and found it difficult to cope with the corresponding demands. Medicine had 3,330 students, Letters 2,649, Sciences 2,147, and Pharmacy 1,000. The growing popularity of Paris with the foreign student appears from the fact that 3,021 students, or nearly 20 per cent., were from abroad, the greater part of them, as in Switzerland and Germany, being made up of Russians."—From *Old Penn.*

Columbia.

The School of Architecture.

The School of Architecture has opened the current academic year with the largest registration in its history, the total number being 122, which does not include students from other departments of the University taking one or more courses in the School. This increased registration presents some interesting facts. The total number of new students thus far is 58, against 30 at the same time last year, an increase of nearly 100 per cent. The largest increase has been where it was least expected, in the number of new candidates for the course leading to the degree, for which two years of college study are a pre-requisite. There has been a considerable increase in the number of new

candidates for the professional certificate, but not in as large a percentage as that of those for the degree. The increase in non-matriculated students, though considerable, shows the lowest percentage of all. This year for the first time the new "collateral requirements" for admission have been insisted upon, which prescribe a certain minimum of acquaintance with the orders of architecture, shades and shadows, architectural rendering in India ink, and freehand drawing. The preparation in these has, however, even in the case of those who have been admitted, proved inadequate to lighten very materially the amount of elementary instruction given in the first year. This is due to the lack of provision for teaching these branches in the preparatory schools. It was hoped that such instruction could be provided in the summer session of 1908, but it has proved impracticable to arrange for its introduction this year. Until some such provision is made, a certain amount of leniency will have to be shown towards students not wholly proficient in these branches, but it is hoped that in the course of a year or two more these requirements may be enforced to such an extent as materially to lighten the amount of elementary instruction required by students in their first year.

The Darwin Centenary.

To arrange for a suitable celebration of the one hundredth birthday of Charles Darwin, which will occur on February 12, 1909, President Butler has appointed a special committee.

Michigan.

Election of Studies.

Under the present open door policy in the matter of student election of studies, the selection of a proper programme for the four years' college course is, or should be, a vital question to every student. Ordinarily, it must be acknowledged, the matter is not taken seriously enough. Many do not realise the far-reaching character of the problem until too late, and the possible coherent and definite college course, leading to some definite and orderly end, has been sacrificed and the four years are wasted relatively, sometimes absolutely as far as practical results are concerned, while the problematical veneer of culture which such a student has acquired is useless without the more solid requirements which should of necessity accompany and illuminate it. With the evident purpose of determining just

how seriously the average first-year student views his college course, and also to attempt to inspire him through a glimpse of a logical and consistent course, Professor Fred N. Scott, of the Rhetoric Department, asked recently for a series of elections for the four years' course, from his freshman class in rhetoric. Nearly five hundred such tentative elections were submitted. While it is unlikely that the courses as outlined will be pursued in all cases, they cannot fail to have their influence, and the data furnished are of real interest. As compared with the modern languages, the dead languages are unpopular, a result which would not be unexpected. Of the 416 freshmen, whose reports were studied, only 7·45 per cent. expect to study Greek, the proportion remaining about the same during the four years. Eighteen per cent. are taking Latin, although the proportion decreases to 11·7 per cent. in the senior year. In contrast to this is the large number taking modern languages. Almost exactly half of the class are taking French, the majority of whom expect to pursue these studies till the last semester of the senior year, when the percentage drops abruptly to nine. German is even more popular, for 53·6 per cent. are now engaged in the study of it. A gradual decrease is noted till the fourth year, when 28·8 per cent. of the original number will continue it. Rhetoric is required of all freshmen during the first year and 36·5 per cent. intend to continue during their sophomore year. Economics, which cannot be elected the first year, has only 6 per cent. till the third year, when it rises suddenly to 42 per cent. About a fifth of the class intends to study Philosophy throughout the last three years. Education is also studied by about one-fifth of the class during the last two years. Of the sciences Chemistry proves the most popular. Its students vary in number from 17 per cent. to 7 per cent. Physics follows with 16 per cent. during the second year. Biology claims few after the first year when it is elected by 11 per cent. of the class. Mathematics drops steadily from 46·6 per cent. in the first semester to 7·9 per cent. in the second half of the senior year.

A new Chemical Department.

Plans have been passed for the erection of a new building for the Department of Chemistry. The structure will have four storeys and a front of 270 feet. The cost complete will probably be about $275,000. It is hoped that the building will be completed by October, 1909, when the University opens.

The building is planned to accommodate and properly take care of more than twice the amount of students in Chemistry in the University at present. It will include two large laboratories for general chemistry, one large laboratory for qualitative analysis, one for advanced general chemistry, one for beginning quantitative analysis, one for advanced quantitative analysis, one for beginning organic chemistry, one for organic chemistry, and one for pharmaceutical chemistry, with smaller laboratories for advanced and special work, as well as offices and private laboratories for the instructing staff. The first floor or basement is given to physical chemistry, metallurgy and industrial chemistry.

Besides the numerous laboratories there will be one large lecture amphitheatre which will seat 350, and three to seat 220, 160, and 100 respectively. Seven small rooms will be used for recitation. The library, in which the books on chemistry are to be kept, will be in charge of an assistant librarian. The Pharmacy Museum will be placed on the fourth floor and the Museum of Chemical Technology on the second. The crossbar between the courts will contain the supply room and dispensing stand for chemicals and apparatus for each floor.

Pennsylvania.

Founders' Week in Philadelphia.

Plans are being rapidly perfected by the medical and educational institutions and societies of the city for many notable reunions of graduates and conventions to be held during the week given to the two hundred and twenty-fifth anniversary celebration of the founding of the government of Philadelphia, which is to be observed upon a grand scale during the week of October 4—10 next. Thousands of personal letters have been sent to graduates and leading professional men residing in the various States and Insular possessions inviting them to this city during that week.

The University of Pennsylvania, the various medical and dental colleges, as well as all the city's institutions of learning, together with the officers of the Board of Public Education are forwarding the project in every way possible.

It is proposed to devote the mornings of several days of the week to conventions of workers in educational fields, and with that end in view, nearly all the schools and the large centrally located halls have been secured.

At a meeting of the Committee on Arrangements for

Founders' Week, Dr. Morris Jastrow, who is planning the historic pageant, submitted to the committee an exhibit of a pageant, which was held some time ago in a German city, and proposed that the Philadelphia pageant be patterned largely after this model. If his plan is adopted all classes of artisans, showing the early methods of their trades, will be in line in this pageant, which will be the first of its kind ever held in America.

Yale.

WHY MEN GO TO YALE.

For the purpose of analysing the reasons which led members of the present Freshman classes to come to Yale the *Yale News* has collected statistics from men in the entering classes of the Academic and Scientific departments as follows:—

Of the 350 members of the Class of 1911, 167, or 47·7 per cent., have had relatives (father, grandfather, brother, cousin or uncle) at Yale. Of this number, 75 have had relatives at Yale in past years, while 49 have brothers or cousins in College now. Of the men who have been preceded at Yale by relatives, 40 have had fathers at Yale, and one man reported a great-great-great-grandfather in the Class of 1778.

Forty-four per cent. of the present Freshman Class come from towns where Yale influence is predominant, the remainder coming from such cities as Boston, Philadelphia, and others, where Harvard, Princeton and other Universities are more prominently represented. Eighty-nine members of the Class have had brothers, fathers and uncles in other Universities, but have preferred to come to Yale. These men, in giving their reasons, mentioned "spirit" and the opportunities for self-support, while ten men out of the whole number mentioned athletic opportunities or Yale's athletic successes as an influence in bringing them to Yale. Thirty-five of the 177 who have had no relatives at Yale were prepared at schools, like Andover and Hotchkiss, where Yale influence is strong, while the remaining 142 come from sixty high schools and preparatory schools, from which only one or two men enter Yale each year.

Out of 292 men entering the first year class in the Sheffield Scientific School, 142 have had relatives at Yale (one per cent. higher than the proportion in the Academic Class who have had relatives preceding them). Of 158 relatives mentioned, 83 were graduates of Sheff and 68 of Academic. On the other hand, 100 members of the Class have had relatives at other institutions (33 at Harvard, 14 at Princeton, 17 at Cornell, 14 at Columbia

and 15 at various Western Universities). One hundred and eighty-five, or 63·4 per cent. of the Class, live in towns where Yale influence is predominant.

As to reasons for coming to Yale, 143 were attracted by the courses of study, 111 were influenced by friends, 25 by the opportunities for self-support, 15 because of superior athletic advantages.

Loans instead of Scholarships.

The Corporation of Yale has considered a report presented by a joint committee of the Alumni Advisory Board and the Corporation on the subject of loans to students, and decided to start next year a University Loan Fund to be administered by the Treasurer in co-operation with the officers of the different departments. The Corporation believes that the success of this movement will be sufficiently great to make it possible within a few years to diminish greatly the amount of money now given in the College in the form of tuition scholarships.

The Corporation has decided to strengthen the Graduate School of the University by establishing five new fellowships of $400 each to be awarded to men who had already given evidence of real distinction in scholarship.

Benefactions.

Since the close of the last fiscal year, ending June 30, 1907, there has been added in cash to the University Endowment and Extension Fund the sum of $209,783. The total additions for the fiscal year 1906–07 were $402,833, of which $187,476 was appropriated for payment on real estate already in use for University purposes. The total sum of paid subscriptions to the Fund up to the present, with some subscriptions still unpaid, is $2,100,116. In addition the Treasurer of the University has just received a cheque for $95,250 from the estate of D. Willis James, of New York City. Mr. James, who died recently, left an unconditional $100,000 legacy to the University. The cheque received represents this legacy with the necessary taxes deducted. The Corporation has not as yet decided as to the exact purpose to which the money will be devoted.

"Morals in Modern Business."

The Director of the Sheffield Scientific School of Yale has announced that a course of six lectures on "Morals in Modern

Business" has been arranged by the Faculty of the Sheffield Scientific School as a part of the prescribed studies of Senior year. The course will be given during the spring half-term to the graduating class and such other members of the University as may desire to attend. This course of lectures, to be known as "The Page Lectures," has been made possible through the generosity of Mr. Edward D. Page, a well-known business man of New York City and a graduate of the Class of 1875. It is expected that the course, which is to be inaugurated this year, will be continued and eventually developed into a more definite system of instruction or into a more permanent foundation.

The lectures as planned this year will be given by men of skilled experience in mercantile, financial and legal pursuits, and will deal especially with questions of commercial ethics of the ethical side of business life. The subjects of the individual lectures which will be delivered during the months of April and May are as follows:—(1) Introductory Lecture; (2) Morals and Ethics of Production and Transportation; (3) Ethics of Competition; (4) Morals and Ethics of Credit and Banking; (5) Morals and Ethics of Public Service; (6) Morals and Ethics of Corporate and other Trusts. It is planned that the lectures, when completed, will be published in book form.

Teaching Business.

Twenty-seven courses are now being given in the University that train for business. Banking, Insurance, Railroads, Commercial Policy, Trade Statistics, Corporation Economics, Business Management, Forestry questions, and ten Law School courses in the Commercial Application of Law, comprise a formidable list, one that need make the modern undergraduate tread lightly on ground hallowed by association with the divines and classicists of the eighteenth century. To refuse to meet modern requirements would be suicidal for any University. Yale's business courses are its admission of this fact.

The Universities.

CAMBRIDGE.

The New Chancellor.

At a special Congregation held on April 10th, Lord Rayleigh was unanimously elected Chancellor of the University in place of the late Duke of Devonshire.

At a Congregation held on April 30th, the Vice-Chancellor read a letter addressed to the Senate by the Chancellor-elect, in which Lord Rayleigh said:—"It is with feelings of pride that I accept the exalted office to which you have done me the honour of electing me. Though lacking in many of the qualifications possessed by the honoured Chancellor whose loss we deplore, I may perhaps claim that my connexion with the University has been intimate, and that my interest in it has remained unabated for nearly forty-seven years. In the course of nature most of my early friends and teachers to whom I owe so much have left us, but I am still in close relations with some of the younger and active men among you who are carrying forward the lamp of Cambridge learning and science in accordance with the great traditions which they have inherited. It will be my endeaovur so far as in me lies to assist in maintaining your privileges and in the furtherance of the great work in which the University is engaged."

Lord Rayleigh's inauguration as Chancellor of the University of Cambridge took place in London on May 1st, at the house of his brother-in-law, Mr. Balfour. The ceremony was attended by about thirty representatives of the University, including the Vice-Chancellor, the Masters of Magdalene, Pembroke, and Caius, and the Provost of King's. The Vice-Chancellor, in presenting to Lord Rayleigh the letters patent of his office, said it was a happy omen that Lord Rayleigh, as a student, attained to the highest possible honours in the oldest and most distinctive of their academical studies. That fact was not without significance for the University in the opening years of the new century. But Lord Rayleigh was also devoted to those newer outgrowths of study in which Cambridge had an

eminent, if not pre-eminent, rank. The Vice-Chancellor referred to the responsibility which would devolve upon the new Chancellor of guiding their united efforts towards an end which would be nothing less than the re-endowment of the University.

Dr. Sandys, the Public Orator delivered a Latin speech in which he referred to Lord Rayleigh's brilliant researches in electricity during his five years' tenure of the Professorship of Experimental Physics at Cambridge.

Lord Rayleigh, after referring to the irreparable loss which the University had sustained in the death of the late Chancellor, said that he himself, in the first instance, was drawn to Cambridge, in face of some family tradition, by its fame as a school of mathematics and science and as the nursing mother of Herschell, Kelvin, Stokes and Adams. After speaking of the appointment in 1877 of a Commission upon University reforms, he said that the reforms which were at this time effected might still require supplementing, but it was probable that much, if not all, of what was needed might be carried out by action within the powers of the University. Upon one point they would all be agreed—that the efficiency of the University would be promoted by command of ampler pecuniary resources,—and he trusted that the appeal which Cambridge made to her sons would not be made in vain.

The School of Agriculture.

The syndicate appointed to consider the steps to be taken for the erection of a building for the department of agriculture have conferred with Mr. Arnold Mitchell, F.R.I.B.A., who has prepared sketch plans and elevations which meet with the approval of the syndicate and of the staff of the department. The accommodation provided is as follows:—(*a*) A basement providing space for heating apparatus and fuel, storage, and sampling. (*b*) The ground floor comprises a large room which will be fitted with museum cases on the walls and the centre of which will be used for lectures, a library, an office, a room for the Reader of Forestry, and two private rooms for members of the staff. (*c*) On the first floor there are rooms as follows:—A laboratory for botany and other biological subjects, a lecture-room to hold 50, and six private rooms of varying sizes for the Professor of Agricultural Botany and other members of the staff. (*d*) Nearly half the second floor is taken up with the chemical laboratory, which will accommodate 50 students. There are also a lecture-room to hold 50, the necessary rooms

for balances, preparation and storage, and three private rooms for the Drapers' Professor and other members of the staff. (*e*) In the roof are small rooms for storage, photography, etc.

The syndicate emphasize the urgency of the need for the proposed building and the importance of proceeding without delay. During the current academical year 65 students have received instruction in the agricultural department, 61 being members of the University. The department possesses no home of its own, and is indebted for accommodation to the kindness of Professors Liveing and Seward, and for the occasional use of large lecture-rooms to Professors Hughes and Sedgwick. This accommodation is entirely inadequate, and even so can ill be spared, as the chemical laboratory and the botany school are both inconveniently full. The syndicate recommend that they be authorized to accept a tender for the building, provided it does not exceed the architect's estimate of £13,000. If this proposal should be accepted by the Senate and the building be proceeded with, it will almost exhaust the funds collected by the Cambridge Association for the agricultural school, and leave nothing for furniture and fittings or for maintenance. It is hoped that the funds of the agricultural building, in which the late Duke of Devonshire took so keen an interest, and which he did so much to collect, will be materially increased before the end of the year.

A Diploma in Architecture.

The syndicate appointed to consider the desirability of instituting in the University a diploma in architecture have considered the remarks made by the members of the Senate at the discussion on January 30th, and have now presented to the Senate the following amended report:—"With regard to the possibility of framing a complete scheme of work, part of which would be post-graduate, leading up to some final test, which might or might not carry with it a diploma, the syndicate are not unanimous. They adhere to their proposal of a preliminary examination in subjects connected with architecture divided into two parts, the first part dealing with the mathematical and scientific principles on which the practice of architecture is based, the second part comprising the history and theory of architecture and the allied arts. They think that an appropriate title for the examination would be 'Examination in Preliminary Architectural Studies.' They propose that the examination should be held twice a year and should be under the general

management of the Board of Examinations; that one or both parts should be open to candidates who have kept three terms, but that a candidate should not offer himself for examination in more than one part in the same term, unless he has previously kept eight terms and has entered on his ninth term at least. They further suggest that a candidate who has obtained honours or been allowed the ordinary degree in the Mechanical Sciences Tripos, or has passed in Parts I. and II. of the Special Examination in Mechanism and Applied Science, shall be exempt from Part I. of the Examination in Preliminary Architectural Studies.

"The syndicate anticipate that the proposed examination would be suitable for various classes of candidates. They have, in deference to criticisms of members of the Senate, reconsidered their suggestion that it should be added to the number of special examinations for the ordinary degree, and they now propose that the examination should be one which may be taken during or at the end of any of the regular courses leading to graduation, and that it should not entitle to a degree except in the case of those who have taken honours in a part of any tripos examination or in one section of the Mediæval and Modern Languages Tripos (new regulations). It is to be noted that a student who has obtained honours in his second year in parts of certain triposes is now entitled to his degree at the end of the third year without further examination, provided that he presents a certificate or certificates 'showing that he has, during the terms required to be kept subsequent to the term in which he obtained honours, diligently pursued a course of study in the University.' It would be open to such students to qualify for a degree during their third year by attendance on courses connected with the subject of the proposed preliminary examination in architectural studies, and they might take one or both parts of the examination in the course of their third year. The syndicate propose that no candidate shall be entitled to a certificate that he has passed the examination until he shall have qualified for a degree. So far as concerns the class of students who from the beginning aim only at an ordinary degree, it might be only the more intelligent or the more energetic of them who could pass both a special examination and the two parts of the architectural examination by the end of their third year, and in their case one or both parts of the architectural examination would be deferred till after graduation."

The University Library.

Through the generosity of a few prompt subscribers, a notable addition of books has been made to the Chinese department of the Cambridge University Library. Ever since the gift by the late Sir Thomas Wade of the whole of his valuable collection, brought together during 40 years of residence in China, Cambridge has been easily first among all the libraries of Europe and America. The purchases which have now been made include 51 separate works, numbering 1,203 volumes in all. Several important lacunæ have been filled up.

Mr. W. Aldis Wright, Vice-Master of Trinity College, proposes to transfer to the University Library all the documents in his possession, printed and manuscript, which are connected with the revised version of the New Testament and the Apocrypha. To make the series complete, Mrs. Troutbeck, widow of the late Secretary of the Revision Company, is willing to deposit in the Cambridge University Library the documents in connexion with the revised version of the New Testament which were, at the time of Dr. Troutbeck's death, deposited for safe keeping in the Chapter Library, Westminster.

Charles Darwin and Cambridge.

The University Press has just published a "Catalogue of the Library of Charles Darwin now in the Botany School, Cambridge, compiled by H. W. Rutherford, of the University Library, with an Introduction by Francis Darwin." This library is now accessible to all students engaged in research. As stated in the preface, Mr. Francis Darwin has transferred the whole of his father's library to the Botany School, with the view of bequeathing it to the University. Mr. Darwin writes: "The library of Charles Darwin has now found a permanent home in his own University, and it is perhaps appropriate that it should be in the Botany School, since it was a Cambridge professor of botany who, more than any one man, determined his career as a naturalist. . . . He hardly ever had a book bound, and the collection retains to a great degree its original ragged appearance. . . . The chief interest of the Darwin books lies in the pencil notes scribbled on their pages, or written on scraps of paper and pinned to the last page." Through the generosity of Mr. Francis Darwin, the University has acquired a benefaction of great historical interest, and high scientific value.

Arrangements are being made by the University to celebrate on Tuesday, June 22nd, Wednesday, June 23rd, and Thursday, June 24th, 1909, the 100th anniversary of the publication of the "Origin of Species." The hon. secretaries are Mr. J. W. Clark, Registrary, and Professor A. C. Seward, Professor of Botany in the University.

Milton's Tercentenary.

The tercentenary of the birth of John Milton, who was born on December 9th, 1608, will be celebrated at Christ College by an exhibition of "Miltoniana." Dr. George C. Williamson and Mr. A. E. Shipley, F.R.S., are getting together what is hoped will form the most complete exhibition of busts, paintings, prints, and miniatures of the poet that has ever been shown. Such early editions of Milton's works as are available will also be on view, and in the catalogue of these, which Mr. Charles Sayle is kindly preparing, the homes of others which, owing to the regulations of the libraries, cannot be lent, are indicated. It is intended that the exhibition will be open for some hours a day, during the latter half of June and for a week in July. The college propcse to give a dinner on Friday, July 19th, to celebrate the tercentenary, and on the same day some students will present "Masque of Comus," with the music by Henry Lawes.

The Mathematical Tripos.

The examination for Part I of the Mathematical Tripos began on May 19th. This examination is the last but one under the old rules, the Order of Merit and the Senior Wrangler coming to an end next year. The candidates number 83. Trinity has 12 candidates and St. John's 10. Between these two colleges there is keen competition to provide the last Senior Wrangler, and thus bear the record of furnishing the largest number of Senior Wranglers since the Mathematical Tripos were instituted in 1747. In 1900 St. John's held a record of 54 Senior Wranglers, against Trinity's 46. Since then Trinity has drawn almost level with St. John's, Trinity's aggregate of Senior Wranglers being 54 to St. John's 55.

University News and Notes.

Letters of condolence on the death of the late Chancellor have been received from the Universities of Oxford and London.

A bronze copy of Mr. Goscombe John's statue of the seventh

Duke of Devonshire, Chancellor of the University from 1862 to 1891, was formally presented to the University on May 12th, in the Fitzwilliam Museum, by Sir James Stirling, F.R.S., on behalf of a number of subscribers. In making the presentation Sir James Stirling referred to the great services which the Duke of Devonshire rendered to this University, and alluded especially to his establishment and equipment of the Cavendish Laboratory for Experimental Physics. The Vice-Chancellor, on behalf of the University, expressed thanks for the memorial of the Chancellor who had served them so well.

The Professorship of Political Economy is vacant by the resignation of Professor Marshall. The retirement of the distinguished Professor from the chair which he has held for nearly twenty-four years is fortunately not on account of ill-health but solely in order that he may obtain sufficient leisure for writing.

The General Board have reported on the proposed Readership in Metallurgy which the University will be enabled to establish by the munificence of the Goldsmiths' Company, who have presented £10,000 for the purpose. The General Board are of opinion that the offer should be accepted, that the Readership should be associated with the name of the Company, and that among the principal duties of the Reader should be that of research and other work in the precious metals and of instruction in the theory and practice of assaying. The Professor of Chemistry is of opinion that there is suitable and sufficient accommodation in the present Chemical Laboratory to enable the Reader to carry out the special duties of his office, but that, if the metallurgy of the commoner metals is to be studied, accommodation will have to be provided on another site more suitable for the purpose.

The Council recommend that the Royal Albert Memorial University College, Exeter, be adopted as an institution affiliated to the University.

Twenty students have so far matriculated this term, bringing the total number for the year up to 1,162. This is an advance of 79 on the numbers for last year, and of 97 on the numbers for 1906. The increase in the number of advanced students over that of last year is ten.

In connexion with the Pan-Anglican Congress it is proposed to confer the degree of Doctor of Law, *honoris causa*, upon the following Archbishops and Bishops:—The Archbishop of Cape Town, Metropolitan of South Africa; The Archbishop of the

West Indies; the Bishop of Calcutta, Metropolitan of India; the Bishop of Missouri (Dr. Tuttle); the Bishop of London; the Bishop of Salisbury; the Bishop of Massachusetts (Dr. Lawrence); the Bishop of Southwark; the Bishop of Birmingham; the Bishop of Liverpool; and the Bishop of Uganda. The Congregation at which the degrees will be conferred will be held on Saturday, June 20th.

Graces have been passed, recommending the establishment of the proposed new Professorship of Biology, and gratefully accepting the proposal of a member of the University to contribute £300 per annum for five years towards the stipend of the professor; this offer to be increased to £400 per annum for any portion of the five years during which the professor may be holding a Professorial Fellowship.

It is proposed to continue the Caley lectureship, now held by Dr. Hobson, in Mathematics, and each lecturer is to receive a stipend of £200 a year, payable by the University so far as the benefactions received for these purposes are insufficient.

The Special Board of Studies recommend the appointment of a University Lecturer in Agricultural Physiology for five years from midsummer, 1908, at an annual stipend of £150, payable out of the Agricultural Education Fund.

It is also intended to continue the appointment of the lecturers in Mechanical Engineering and in Electrical Engineering, which would lapse at midsummer unless the University otherwise determine, and it is proposed in future to appoint three demonstrators of Mechanism and Applied Mechanics in place of the two who now exist.

The Vice-Chancellor, Mr. Fitzpatrick, President of Queens' College, Dr. Cunningham, Dr. Gaskell, Dr. Tanner, the Rev. R. St. J. Parry, Mr. J. W. Cartmell, Mr. W. L. Mollison, Mr. J. H. Gray, Mr. D. H. S. Cranage, and Mr. J. F. Cameron, have been nominated a syndicate to consider what alternatives, if any, should be allowed for the general examination for the ordinary B.A. degree, and to report to the Senate before the end of the Michaelmas term, 1908.

Mr. C. H. Monro, barrister-at-law, Fellow of Gonville and Caius College, Cambridge, who died recently, aged 72, left estate valued at £43,793. By his will he left £5,000 to the Master and Fellows of Gonville and Caius College in their corporate capacity; £1,000 to a hospital in Dublin; and the residue of his personal estate (apparently about £30,000) he left to the Master and Fellows of Gonville and Caius College.

GLASGOW.

Commemoration Day at the University was held on April 22, Professor Gray, the successor of Lord Kelvin, in the chair of Natural Philosophy, delivered an oration on the great scientist, and afterwards honorary degrees of D.D. and LL.D. were conferred, the capping ceremony being performed by Principal Macalister, the Vice-Chancellor of the University.

The recipients of the degree of Doctor of Divinity were the Rev. John Brownlie, United Free Church, Port Patrick; the Rev. J. Estlin Carpenter, Principal of Manchester College, Oxford; the Rev. John Ferguson, minister of Linlithgow; M. C. Lucien Gautier, Ph.D., Geneva; the Rev. David Smith, United Free Church, Blairgowrie; and the Rev. Ritchie Thomson, minister of Rubislaw, Aberdeen.

The recipients of the degree of LL.D. were presented by the Dean of the Faculty of Law. They were George Thomas Beilby, chairman of the Glasgow and West of Scotland Technical College; Colonel David Bruce, C.B., of the Royal Army Medical Corps; James Johnston Dobbie, director of the Royal Scottish Museum; Robert Kidston, the geologist; David McCowan, treasurer of the Glasgow Royal Infirmary; Dr. John Christie McVail, M.D., medical officer of health for the counties of Stirling and Dumbarton; Neil Munro, author and journalist; the Right Hon. Charles Stuart Parker, and John Stewart Templeton, manufacturer, an old student and a warm benefactor of the University.

In connexion with the commemoration, portraits were presented to the University of Emeritus Professor Robertson and Emeritus Professor McKendrick, with a medallion of Professor Cleland.

Lord Rosebery has fixed June 12th for his installation as Chancellor of the University.

IRELAND.

The Irish Universities Bill.

A preliminary draft of the articles of a charter for the college to have its seat in Dublin, and two other drafts of (1) a new charter for the Constituent College at Cork, and (2) a new charter for the Constituent College at Galway have been published as Parliamentary papers [Cd. 4070, 4071, and 4072]. They are

textually identical, *mutatis mutandis*. The sections deal with the incorporation of the colleges, their relation to Dublin University, powers, membership, presidents, governing bodies, academic council, officers, professors, lecturers, and other teachers, and other matters affecting the conduct of the colleges, and follow the lines laid down by Mr. Birrell in his speech when introducing his Bill on March 31. A schedule is appended to the draft of the Charter dealing with the college at Cork. It contains the names of the first governing body as follows:—

* B. C. A. Windle, F.R.S. (president), the Rev. G. S. Baker, the Rev. Michael Barrett, *W. Bergin (professor), *W. F. T. Butler (professor), John Clery, D.L., Ignatius Connolly, *Henry Corby (professor), Henry Dale, J.P., *Augustus E. Dixon (professor), Thomas Donovan, J.P., Michael Fitzgerald, J.P., Sir Stanley Harrington, J.P., *Marcus Hartog (professor), Maurice Healy, W. H. Hill, James Long, J.P., William McDonald, J.P., D. D. Madigan, the Right Rev. William E. Meade, Michael Murphy, the Most Rev. Thomas O'Callaghan, *Charles Yelverton Pearson (professor), Augustine Roche, M.P., R. U. Fitzgerald Townsend.

The nominations in the cases of the persons whose names are marked with asterisks have effect only while they hold the offices a description of which is attached to their names; and if any such person ceases to hold the office a vacancy occurs to be filled by a further nomination.

Dr. D. J. Coffey is nominated president of the college at Dublin, and Dr. A. Anderson president of the college at Galway. The names of the persons to be proposed for nomination to the first governing bodies of these two colleges will be laid before Parliament in separate papers.

LEEDS.

University News and Notes.

Mr. D. H. Macgregor has been appointed Professor of Economics from September 30th, the date on which Professor Clapham's resignation takes effect. Mr. Macgregor graduated with Honours at the University of Edinburgh, and took first-class honours in both parts of the Moral Sciences Tripos at Cambridge. While at Cambridge he won the members' prize for an English essay, and the Burney prize for a philosophical dissertation. He was also President of the Union Society. He is a Fellow of Trinity College, and has for some years been

engaged in teaching Economics in the University. For two years he lectured on Economics at the University of Aberdeen. Latterly he has been connected with the Worker's Educational Association, and has conducted classes for working-men in Battersea and Wellingborough. He has contributed to various scientific journals, and published a book on industrial combinations.

Mr. Charles E. Gough, Assistant Lecturer in German Language and Literature, has been successful in obtaining the degree of Ph.D. at the University of Bale with high honours (*magna cum laude*). The subject of the thesis was "The Life and Characters of Sir Thomas Overbury."

The presentation of prizes won at the University of Leeds by journalists who had attended lectures at the University took place recently. Mr. A. F. Robbins, President of the Institute of Journalists, made the presentation, and delivered an address in which he referred to the proposed extension of the movement to Birmingham, Manchester and Dublin. Mr. J. S. R. Phillips, of Leeds, and Mr. F. G. Byles, of Bradford, also took part in the proceedings. The lectures at Leeds have been delivered in connection with the Institute of Journalists and under the auspices of the Vice-Chancellor (Dr. N. Bodington).

LONDON.

London to Paris.

The Senate and the representatives of the University who received the hospitality of the University of Paris in May, 1907, have presented to the University of Paris, as a memento of the visit, a silver-gilt Loving-cup, of which the following is the description drawn up by Messrs Omar Ramsden and Alwyn Carr, the artists who designed and executed it:—"In designing this work an effort has been made to produce a Loving-cup which should be essentially English in character. The Cup is surmounted by a symbolical figure holding aloft the Torch of Knowledge and Palm of Reward. To show the world-wide ramifications of education, she stands upon a Globe. From the *flèche* of the Cover grows the Tree of Knowledge. The Cover is encircled by a corona of English roses. The body of the Cup is emblazoned with the Arms of the University of London and of Paris, and Shields emblematical of the peoples of England and France. Between these are Rondels bearing allegorical

figures of Art, Science, and Literature. The Cup bears the following inscription: 'QVOD · BENE · VORTAT · VNIV · LOND · VNIV · PARIS · D · D · AMICITIAE · ERGO · KAL · IAN · A · S · MCMVIII.' The foot is made up of simple beaten forms designed with the view of showing the quality of the metal employed."

University News and Notes.

On Thursday, March 26th, Lord Rosebery, as Chancellor of the University, visited University College to open the new Libraries and the south wing. The Chancellor on his arrival was met by the Vice-Chancellor (Sir William Collins), Sir Philip Magnus, M.P., Principal Sir Arthur Rücker and others. The architect, Professor F. M. Simpson, was presented to the Chancellor, who then visited the Libraries and the Departments that have been provided with new accommodation in the south wing. The Chancellor afterwards proceeded to the Botanical Theatre to declare the new Libraries and the south wing open.

The Senate have resolved to institute two University Readerships, one in Ancient History, the Reader being attached to University and Bedford Colleges, and the second in Greek at Bedford College.

The Court of the Fishmongers' Company have made a donation of £1,000 towards the fund for carrying out the scheme of incorporation of King's College with the University of London.

A Readership in the Tibetan Language has been instituted. The work is to be carried on until further order at University College, and Mr. F. W. Thomas, M.A., has been appointed to be the first occupant of the post, with the *status* of "Appointed Teacher."

The Martin White Studentship of £100, lately vacated by Mr. Gerald Camden Wheeler, B.A., has been extended to him for a further period of one year, in order to enable him to accompany Dr. Rivers to the Solomon Islands for the purpose of investigating the sociology of a mother-right community. This extension has been rendered possible by the generosity of Mr. Martin White in offering to provide a further sum of £100 for the purpose.

Mr. T. P. Hilditch, B.Sc., has been recommended to His Majesty's Commissioners for the Exhibition of 1851 for appointment to a Science Research Scholarship.

The University at the Franco-British Exhibition.

The organisation of the University exhibit at the Franco-British Exhibition has been undertaken by a special committee of representatives of the Schools of the University, with the Principal of the University as Chairman. Among the special features of the exhibit is a medical education exhibit prepared by a sub-committee of Deans of the Medical Schools, a social and recreative exhibit prepared by a sub-committee of representatives of the various University societies and clubs, and a collection of the original publications of teachers of the University and their students, published in the year 1907. The University will exhibit a large map of London, showing the Schools of the University, specially prepared by the Ordnance Survey Office, together with charts, pictures, books, etc. The Schools of the University, other than the Medical Schools which will take part in the general medical education exhibit already mentioned, will contribute independent exhibits consisting mainly of charts and photographs of buildings and groups of students. In connection with the exhibition three illustrated handbooks will be specially prepared, viz.: (1) a handbook containing information in regard to the work of the University and a general catalogue of the University exhibit; (2) a handbook on medical education in London; and (3) a handbook on University societies and clubs. Copies of these handbooks will be available for free distribution.

The College Sports were held on the Union Society's Athletic Ground at Perivale on Wednesday, June 3rd, in the afternoon.

The Year's Work at University College.

The report of the University College Committee for the year 1907–08 has just been issued. During last Session there were 1,191 students, of whom 467 were registered as internal students of the University and 171 were registered as post-graduate and research students. Seventy-five students of the College graduated at the University, 45 of the degrees being with honours. The fees received in all faculties of the College amounted to £20,618. The financial statements show that the amount of the Treasury Grant for the Session was £10,000,

and that the total income exceeded the expenditure by £1,890. 1s. Eight University Scholarships were obtained by students of the College including the Derby Scholarship.

Among the principal benefactions and donations recorded in the report are the following:— Contribution of £3,000 from Dr. Ludwig Mond, and £2,000 from Dr. Aders Plimmer, towards the erection of the Physiology portion of the proposed Anatomy, Physiology and Pharmacology building. The donations were made on the understanding that the work would be commenced at the earliest possible date. The building has already been commenced. Prof. Trouton has promised to subscribe the sum of £100 per annum for five years for the institution of two Research Studentships in Physics of the value of £60 and £40 respectively. The Archibald P. Head Memorial Fund of £246 has been raised in memory of Mr. Archibald P. Head, a former student of the College.

The report contains a summary of the report made by the Treasury visitors of July last, in which the visitors review the progress of the College during the past five years. The visitors write: "The work of the College, especially advanced work and research, has been greatly strengthened during the past five years." In their summary of the work of the special departments they call attention to the progress of the movement for inter-collegiate work, and to the great advantages that have been already derived from it. In the Faculty of Arts and Laws they call attention to the rapid strides in research work in each of the scientific departments and to the number of original publications that has issued from the departments during the past quinquennium.

The report contains a record of the extension of the College buildings that has been made possible by the removal of University College School, and by the provision of a new buildings for the Advanced Medical Departments.

It also deals in full with the work of the Faculties for the past year, and gives a list of the researches and original papers published during that year. That list occupies 13 octavo pages. Among the departments that seem to have been specially productive may be noted the Department of Applied Mathematics under Prof. Karl Pearson, from which no less than 28 important papers have issued during the year. Seven of these were from the Francis Galton Laboratory of National Eugenics. The Departments of Chemistry under Prof. Sir

William Ramsay and Prof. J. Norman Collie produced 24 original papers, while the sub-department of Spectroscopy issued seven. In the Faculty of Arts, six important publications were issued from the Department of German, six from the Departments of History, five of them by Prof. Pollard, while the Department of Egyptology was responsible for four. The Dean of the Faculty of Arts in summarising the work of the year, says:—"There has been a general all-round activity and progress in the direction of more complete co-operation with other institutions of the University."

The list of Post-graduate courses is valuable as an indication of the extensive provision for higher work that is now to be found in London. The short reports of the students' societies show that the corporate life of the College is in a healthy condition. Among the new societies is specially to be noted the Inter-Collegiate Law Students' Society, which is an evidence of the growth and activity of the Law Faculty. Owing to the energies mainly of Dr. Goodbody and Professors Cormack and Trouton a new freehold athletic ground of 15 acres has been purchased at Perivale. Subscriptions to the amount of £1,730 have already been received or promised.

A company known as University College Hall Limited, has been formed for the purpose of acquiring a freehold estate at Ealing of about 4½ acres upon which a Residential Hall will be opened in October. The Hall will accommodate about 40 students.

The report concludes with a summary of the urgent needs of the College if it is to meet the demands made upon it. They are as follows:—

	Estimated Cost.	Money Available.
	£	£
(1) New Buildings for Anatomy, Physiology and Pharmacology	50,000	15,250
(2) New Buildings for the Department of Chemistry ... ... (The scheme could be carried out in two sections costing £40,000 and £30,000 respectively).	70,000	Nil.
(3) Prof. Petrie's Egyptian Collections:—		
Purchase of	5,000	Nil.
Alterations and equipment for installation	2,000	Nil.

(4) Building alterations and new equipment for Botany and Pathological Chemistry	5,000	Nil.
(5) Re-fitting of General Library and completion of Science Library	5,000	Nil.

Bedford College for Women.

The students of the College who have graduated or have taken higher degrees or diplomas during the academic year 1907–8 number as follows:—Two for the M.A. degree; 17 for the B.A. (10 Honours); 14 for the B.Sc. degree (7 Honours); 17 graduates in Arts or Science for the Teachers' Diploma.

The Council have acquired on lease part of No. 4, York Place, in order to meet the demand for increased accommodation. The Training Department for Secondary Teachers has been moved into the new premises.

The College has recently received a bequest of £8,400 in London County Council stock, together with another sum (exact amount at present undeclared) in New Zealand stock, from the late Mr. James Robert Turle. The bequest is made to the College for general purposes.

Domestic Studies at King's College.

A crowded drawing-room meeting was held recently at 27, Queen's Gate Gardens, S.W., in support of the proposed courses of a University standard in home science and economics at King's College, Women's Department, in October next. The chair was occupied by the Hon. Mrs. Alfred Lyttelton, who pointed out the necessity for lifting the training in housekeeping on to the level of a professional study, in order that the present method of learning by costly experience might be replaced by the expert knowledge attained in other professions. Prof. Smithells, F.R.S., who is honorary adviser to the Board of Studies, which is preparing the syllabus for the courses, emphasised the need for bringing the practical teaching of science into closer connection with that of the domestic arts. He showed, from his own experience, how much cultivation of the mind and training of character could be obtained from the right method of studying such problems as the chemistry and physics of cooking. He also drew attention to the importance of a study of child training and hygiene. He pointed out, further, how the Universities were giving to a growing extent, specialised courses of training for the various profes-

sions but that, up to the present, the women's colleges were chiefly preparing for one profession only—that of teaching. He appealed for funds to enable King's College, Women's Department, to secure teachers who could undertake the entirely new teaching and research that home science and economics required.

The London School of Economics.

The summer term at the London School of Economics began on Monday, May 4th. The lectures include courses on political ideals, government of British Colonies, British Constitution, local government and administration, commercial and international law and history, sociology, currency and banking, transport and accountancy. There are the usual scholarships and prizes.

The South-Eastern Agricultural College.

A meeting of the Governors of this College was held at Wye recently, Lord Ashcombe presiding. The resignation of the Vice-Chairman, Mr. George Marsham, was accepted with regret, and Mr. F. S. W. Cornwallis was appointed in his stead. The Principal (Mr. M. J. R. Dunstan) reported an attendance of 122 students for the special term, and stated that 123 had already entered for the summer term beginning on June 1. The establishment of Professorships of Agriculture and Agricultural Zoology in connection with London University is under consideration. Members of the College staff are engaged in research work in mycology, soil bacteriology, animal digestion, frost protection of orchards, and other problems of agricultural and horticultural importance.

Presentation Day.

The presentation day ceremony at the University took place on May 6th, and was attended by a large number of visitors. The Vice-Chancellor, Sir William Collins, M.P., presided. The Secretary of the Senate in the absence through illness of the Principal, Sir Arthur Rucker, was called upon to read the Principal's report on the work of the University during the year 1907–8.

In the course of the report the Principal said that he had once more the satisfaction of reporting an increase in the number of candidates for entry to the University. They had a total number of 7,356 candidates in 1907–8, as against 7.112 in

1906–7 and 7,036 in 1905–6. The number of entries for the matriculation examination which would be held next month was 3,340. If they included 600 as an estimate of the number of those who would be candidates for matriculation under the Regulations for the School Examination (Matriculation Standard), they had a total entry of 3,940, as against 3,523 last year. The number of candidates for the various examinations showed a marked increase over that announced last year, being 11,591 as against 11,139. The total number of internal students was now 3,580, an increase of 8 per cent. on the figure for 1906–7, which itself was about 14 per cent. higher than that for 1905–6.

In dealing with the question of organization and teaching the Principal stated that the Senate had reluctantly decided that it was impossible to raise the funds required for the establishment of an institute of medical sciences, and the subscriptions already received for that purpose were to be returned to the donors.

Alluding to the resignation of his position as Principal, Sir Arthur Rücker said that so many problems confront the University that a man approaching his 60th birthday could hardly hope to retain office till they were all satisfactorily solved; and he had the pleasure of knowing that, in view of this fact, his choice of a time for resignation was approved by those with whom he had been most closely associated in conducting the affairs of the University. On many of these problems of the future he had naturally formed opinions, but it would not be right for a retiring officer to discuss, while still in office, matters with which others would have the responsibility of dealing. It might, however, fairly be said that, though the problem of organizing University education in London was not less complex than had been foreseen, the progress of the reconstituted University during the first eight years of its existence had been more rapid than was anticipated. The heads of many of the principal schools of the University had assured him that the re-organization of the University had increased the number of their students, and in an even higher proportion the number who prepared for degree. Co-operation and the desire to co-operate were in many instances replacing the rivalries and jealousies which once separated institutions whose main objects were identical. For three-quarters of a century all efforts for the establishment of University education in London were spasmodic, disconnected, and sometimes even avowedly antagonistic.

Eight years of an attempt to substitute for this condition of chaos a common policy and such common government as might be compatible with the free play of individual effort had justified those who supported and carried the great reform which took effect in the autumn of 1900. It was true that experience had proved that the scheme then adopted was imperfect, but it had also shown that the establishment of a great teaching University in London was not only not an impracticable ideal, but was in large measure an accomplished fact. That further and greater success was possible he for one most sincerely believed.

The graduates taking degrees were next presented to the Vice-Chancellor. Ten received the degree of B.Sc. (Economics), pass and honours, one of them being a woman; 69 the degree of B.Sc. (Engineering), pass and honours; one was presented for the B.Sc. Engineering (Metallurgy), pass, and one for the B.Sc. Engineering (Metallurgy), by research. For the B.Sc., pass and honours, 237 were presented, including 53 women; for the B.Sc., by research, 2; and for the B.Sc. (Agriculture), 1. Ten received the B.S. degree; 127, including 14 women, the M.B., B.S., pass and honours; 2 the B.Mus.; 19 the LL.B., pass and honours; one the LL.B. and B.Sc. (Economics); 235, including 109 women, the B.A.; 27, including a woman, the B.D., pass and honours; 53 women and 4 men the degree of Pedagogy; 9 men and 5 women the M.A.; and one—a woman—the M.A. and Pedagogy. Two, one a woman, were presented for the D.Sc. (Economics) degree; one for the D.Sc. (Engineering); 8 for the D.Sc., including a woman; 25, including 4 women, the M.D.; and 6 the M.S. Ernest Albert Baker received the degree of D.Lit. and Frank Ballard that of D.D.

After the presentation of the new graduates the Vice-Chancellor delivered a short address in which he spoke of the progress of the University. Alluding to Sir Arthur Rücker's resignation, he wished to say in the name of the Senate, that in their opinion it had been of inestimable benefit to the University to have as their Principal one who was so respected in the ranks of science and so sympathetic to the teaching bodies of London, and one who had shown himself so imperturably good-natured and courteous as Sir Arthur Rücker had always been. Sir P. Magnus, M.P., also spoke, after which the proceedings ended.

A service for members of the University of London, arranged by the Dean of Westminster at the request of a com-

mittee of undergraduates, was held in the evening of Presentation Day in Westminster Abbey. The members robed in the Jerusalem Chamber, whence there was a procession of clergy and members into the Abbey. The service opened with the singing of the hymn "Fight the good fight." The Bishop of Birmingham was the preacher.

King's College.

At King's College (women's department) a grant of £50 for two years has been promised by the Gilchrist Educational Trust towards the support of the special courses for the higher education of women in home science and household economics. The trustees have also expressed their approval of the proposal to devote £30 per annum of this donation to a scholarship to be described as "The Gilchrist Scholarship," tenable for one year by graduates of an approved University who have taken their degree within three years of December, 1907.

The Senate has given official recognition to More-house, Chelsea, under the title "University Hall of Residence, Chelsea," and the Principal of the University has been authorised to act as visitor.

MANCHESTER.

The New Chancellor.

At a recent meeting of Convocation, Professor R. B. Wild, chairman of Convocation, presiding, the principal business was the election of a Chancellor in succession to the late Duke of Devonshire. The only nomination was that of Viscount Morley of Blackburn, who was accordingly declared elected. The Chairman said the University was to be congratulated upon having, in Lord Morley, a Chancellor who was exceptionally suited to the office, distinguished as he was both in letters and in the affairs of State. One could not but feel that in such a combination Lord Morley represented what the new Universities were trying to represent—namely, all that was best in the older learning along with the most modern development of progress and human evolution.

Lord Morley of Blackburn has addressed a letter to the Chairman of the Convocation of Manchester University, in which he says:—"With extreme gratification I have received

the official announcement that you are good enough to make to me of my election to the Chancellorship of the Victoria University of Manchester. I need only regard the character and station of my two predecessors before the public eye to realise the signal honour that your Convocation has conferred upon me. I prize it all the more from its local association with the great and powerful county in which I happily chance to have been born. I am grateful for so high a mark of recognition, and I promise my zealous interest in all that concerns the usefulness, dignity, and welfare of the University."

University News and Notes.

The City Council has appointed Alderman Sir Bosdin Leech as a representative Governor of the University in place of the late Sir James Hoy, LL.D.

Prof. Stanley Dunkerley, D.Sc., M.Inst.C.E., who was appointed Professor of Engineering in the University in March, 1905, has resigned the chair owing to ill-health. The Council, in accepting the resignation, expressed its sympathy with Prof. Dunkerley in his illness.

Mr. J. W. Bews, M.A., having been appointed to the post of Lecturer on Plant Physiology in the University of Edinburgh, has resigned the Lectureship in Economic Botany in the University.

Mr. A. C. B. Brown, B.A., on his appointment to a Mastership at Marlborough College, has resigned his post of Assistant Lecturer in Classics in the University.

Sir William Mather has been appointed to represent the University at the Seventeenth Universal Peace Congress, to be held in London from the 26th July to the 1st August.

A lecture under the Warburton Trust was given in the University on Monday evening, the 4th May, on the subject of "The Study of Mediæval Municipal History," by Dr. Charles Gross, Ph.D., Professor of History in the Harvard University and author of "The Gild Merchant."

The Council of the University having decided on the appointment of a second Professor in the Department of Medicine, one of the Chairs will be devoted to Clinical Medicine and the other to Systematic Medicine. Dr. Graham Steell, now Professor of Medicine in the University and Senior Physician in the Royal Infirmary, will hold the Chair of Clinical Medicine. Mr. George R. Murray, M.A., M.D., F.R.C.P., who until recently held the Heath Professorship of

Comparative Pathology in the Durham University, has been appointed Professor of Systematic Medicine. Under the agreement entered into between the University and the Royal Infirmary Dr. Murray becomes on his appointment a member of the honorary staff of the Royal Infirmary. It is expected that he will undertake the duties of the Chair in the University at the beginning of next session and at the Infirmary when the new buildings are opened.

OXFORD.

The Oxford University Appeal Fund.

This fund continues to make steady progress, and a total of £85,838. 7s. has now been promised. The Merchant Taylors' Company have made a grant of £500, and the Powell Duffryn Steam Coal Company have promised £100 a year for five years for engineering. Other donations or promises recently received include the following:—Lord Lovat, £250; Mr. C. J. Longman, £100; Lord Lilford, £100; Mr. J. M. Barbour, £100; Mr. G. W. Ricketts, £100; Mr. C. H. Sargant, £100; besides a very large number of smaller sums.

The committee of the fund raised to commemorate the services rendered to the study of numismatics by Mr. Barclay Head, on the occasion of his retirement from the Keepership of Coins in the British Museum, has offered the balance in their hands to form the nucleus of a fund for the encouragement of the study of ancient numismatics at Oxford. The Oxford Appeal Fund Committee has gratefully accepted this offer, and it is hoped that others interested in the subject may come forward with gifts to meet that of the Head Testimonial Fund and so swell the capital sum (at present only about £110) which can be reserved for this purpose.

The trustees of the fund collected by the medical graduates in London have paid over the residue of the fund, amounting to somewhat over £1,500, to the trustees of Lord Curzon's Endowment Fund, on condition that the said sum shall be preserved as a capital sum for the benefit of the University, and the interest shall be employed for some purpose connected with the department of pathology in the University.

The Chancellor of the University, Lord Curzon, will be glad to receive donations sent to him at 1, Carlton-house-terrace, S.W.; or they may be sent to the Secretary of the Fund at 25, Victoria Street, S.W.

University News and Notes.

The University accounts for the year were presented to Convocation on May 13th. The Dean of Christ Church made a summary review of the year's accounts. In respect of external revenue there was a small increase, more than balanced, however, by an increased expenditure. There had been very special outlays under the head of institutions—such as the repair of the Clarendon building, the subsidizing of the appointments Committee, enlarged votes of money by Convocation. There was an increase of internal revenue by about £1,000 under the head of fees. The most noticeable point was that the contribution from the University Press, owing to capital outlay, had fallen this year from £5,000 to £2,000. The year began with a favourable balance of £4,041. The year's payments amounted to £77,248, and the balance carried forward to next year is £2,945. The contribution of the colleges amounted to £8,621, being £1,030 more than in 1906. In this sum the voluntary contributions of colleges to University purposes do not appear.

An important notice, affecting University procedure, has been issued as a standing order by the Hebdomadal Council, it is to the effect that any proposal for legislation supported by 100 members of Congregation and forwarded to Council shall be submitted to Congregation, provided that on reference to any board or University official whom it may concern the report returned be not adverse, or even inconclusive. If the report be adverse, the Council will decide whether to proceed further or not.

Convocation has accepted, with gratitude, on behalf of the University, the sum of £4,000 offered by Dr. Wilde for the foundation of a lectureship in natural and comparative religion.

Dr. A. A. Macdonnel, Professor of Sanscrit, has recently returned after an absence of nearly seven months from a tour of study and research in India. He has examined several public and private libraries containing nearly 80,000 Sanscrit MSS., and acquired a number of old and valuable MSS. for the University of Oxford. He has also brought home a number of photographs suitable for teaching and lecturing purposes, illustrating the architectural and sculptural antiquities of every part of India, as well as Ceylon.

The Right Hon. Herbert Henry Asquith, Hon. D.C.L., K.C., M.P., Prime Minister, formerly Fellow of Balliol College, has been elected an honorary Fellow of that society.

The judges for the recently established Compatriots' Club prize have fixed the subject of the prize next year as follows:—"The economic relations of the United Kingdom with the other constituent parts of the Empire, exclusive of India, during the earlier half of the 19th century." The essays must be sent in to the Registrar of the University before March 1st, 1909.

The degree of D.Sc., *honoris causa*, has been conferred upon Professor William James, LL.D., late of Harvard University.

Sir Walter Parratt, D.Mus., M.V.O., has been appointed to the chair of music lately vacated by Sir Hubert Parry. Sir Walter Parratt is Master of Musicke in Ordinary to the King, organist of St. George's Chapel, Windsor, professor at the Royal College of Music, and president of the Royal College of Organists. He was formerly organist of Magdalen College, of which college he is now an honorary Fellow.

The degree of D.Litt, *honoris causa* has been conferred upon Thomas Northcote Toller, M.A., formerly Fellow of Christ's College, Cambridge.

Mr. J. Douglas Peel, M.A., Magdalen, has been appointed, by Letters Patent under the seal of the Chancellor of the University, Registrar of the Chancellor's Court.

The Rev. Walter Hobhouse, Hon. Canon and Chancellor of Birmingham Cathedral, has been appointed Bampton Lecturer for next year. The subject of the lectures will be "The Church and the World in Idea and in History."

The degree of D.Mus. and the degree of M.A. have been conferred upon Sir Walter Parratt, the new Professor of Music, by decree of the House.

SHEFFIELD.

University Notes.

The Council of the University have received intimation that Dr. Sorby left a legacy of £6,500, to be added to the sum of £3,500 which he gave during his lifetime, for the endowment of a Professorship of Geology or such other subject as the University may think more suitable. He also left for the University certain books, scientific instruments, geological and mineralogical specimens, lantern slides, and photographs.

Other gifts which the University have received are freehold ground rents of the annual value of £49, representing a capital value of about £1,300, from Colonel J. E. Cutler; and 150 bound volumes of standard German medical and physiological periodicals from Dr. W. B. Ranson, of Nottingham.

The Council have resolved to establish a Faculty of Law in the University, and have instructed the Legal Studies Sub-Committee to make recommendations for the consideration of the Council and the Senate as to the means of putting the resolution into effect.

WALES.

University Notes.

At the annual extra-collegiate meeting of the Court of the University of Wales, held at Llandrindod Wells on May 13th, the honorary degree of Doctor in Legibus was conferred upon Mr. Lloyd-George, M.P., in recognition of his valuable services to the industries of the nation, and of his appointment to the Chancellorship of the Exchequer. Reference was made to the fact that Mr. Lloyd-George is the first Welsh statesman able to speak the Welsh language who has been appointed Chancellor of the Exchequer.

The Prince of Wales, as Chancellor of the University of Wales, has nominated the Senior Deputy-Chancellor, Sir Isambard Owen, to represent the University on the Court of Governors of the University of Sheffield in accordance with its charter.

University College of North Wales.

Professor White having been granted leave of absence for six months on account of ill-health, the Senate have appointed Dr. W. A. Cunnington, Acting Head of the Department of Zoology for the summer term. Dr. Cunnington, who is an Associate of the Royal College of Science, London, took his B.A. (Research) degree at Cambridge, and after a course of study in Germany was awarded the degree of Ph.D. by the University of Jena. He was for some time Demonstrator in Zoology in the Royal College of Science, Dublin, but latterly has been abroad. He was in charge of the Third Tanganyika Expedition, and afterwards of the Biological Expedition to the Birket el Qurun. He has published various papers on zoological subjects in scientific periodicals.

UNIVERSITY COLLEGE, BRISTOL.

The Modern University.

The second number of that model of college magazines "*The Bristol University College Gazette*" has made its welcome appearance. In his monthly notes the Editor answers the question, "What are the distinctive 'notes' of a modern University?" as follows:—

(1) The modern University is a local institution, drawing the bulk of its students from its own city and district, and framing its curriculum in sympathy with the educational and commercial requirements of the community in whose midst it is placed. It has happened in more than one instance that "schools" founded in the immediate interests of local trade have conferred world-wide renown, and even international importance, upon the Universities to which they are attached.

(2) Its government is representative of all interests, academic and lay. The preponderance of business men upon the Council secures a sound administration of finance, and provides a channel through which the community exerts an influence upon the policy of the University. Every citizen is, in a sense, a member of the civic University, and, directly or indirectly, has a share in its government.

(3) It is democratic in the best sense. It excludes none who are qualified by ability and previous training to profit by its instruction. Some have advocated the abolition of all fees, and there are precedents abroad for this policy; but it is a question whether it is expedient to dispense with a valuable source of revenue, while provision can be made by means of exhibitions and scholarships, as at Oxford and Cambridge, for poorer students.

(4) It provides a training for many of the new professions of the modern world—a training which the older Universities, remote from the great centres of commerce and industry, cannot provide.

(5) It is a centre of culture and enlightenment. It seeks, to employ a phrase of Newman's, to intellectualise its neighbourhood.

(6) The staff, laboratories and equipment of a modern University are ever at the service of the community. Its staff is competent and willing to engage in researches bearing directly upon local trade and industries.

(7) Research is the keynote of a modern University. The old rigid examination system is becoming discredited even at the ancient seats of learning, and the modern University exacts from the candidate for its degrees evidence of a thorough training in the methods of scientific inquiry and research, and, in the case of its higher degrees, proof of capacity to produce new and original work. A good memory and facility in reproducing mere book-learning are no longer a passport to a degree. "And old University," Ostwald said recently, "found its purpose in transmitting existent knowledge; a new one finds it in teaching how to find new truths. It is the idea of development which has reformed the whole organism of the University, or will do it soon where it may still be necessary. It sounds rather strange that the art of making discoveries is a thing to be taught and learned; but it is a fact indeed. . . . This, in a nutshell, is indeed the practical ideal of a modern University—teach how to elucidate unknown things."

College News and Notes.

The Rev. De Lacy O'Leary, M.A., B.D., has been appointed Reader in Aramaic and Syriac in the Department of Oriental Languages.

Dr. J. M. Fortescue Brickdale, M.A., M.D., B.Ch. Oxon., has been appointed Director of the Public Health Laboratory of the College.

University College is to be the instructional centre for the Medical Branch of the Territorial Army in the Bristol district.

The treasurer of University College, Bristol, has received a donation of £550 from the University College Colston Society for general purposes, and a grant of £50 from the Board of Agriculture to enable the Department of Economic Biology to carry on its investigations on "the effect of electricity on plants."

The County Council of Somerset has approved a scheme of research in connexion with Cheddar cheese-making, and has authorized an expenditure of £200 for the first year on this work. The work will be carried out by the Department of Economic Biology, under the control of the Somerset Agricultural Instruction Committee.

The Gloucestershire County Council has passed the following resolution in support of the movement for the establishment of

a University in Bristol:—"That this Council approves of the scheme for promoting the Bristol University, and will consider what, if any, financial assistance they can afford to it when the scheme is more fully developed."

At a meeting of the Bristol County Council, held recently, a resolution was passed with enthusiasm in favour of the proposal "to establish a University for Bristol and the West of England, and agreeing to give financial assistance to such University in the event of a charter for its establishment being obtained, provided arrangements as to the constitution of the University satisfactory to the Council have been made."

BOOKS RECEIVED.

From the Student Volunteer Movement:—
"Islam."

From Messrs. Macmillan & Co.:—
Æschylus, "Suppliant Maidens." 2s. 6d. net.
Æschylus, "Persians." 2s. 6d. net.
"The Diary of John Evelyn." 3s. 6d.
"Passages in the Life of an Inspector of Schools." By Sneyd Kennersly. 8s. 6d. net.
Herodotus. Vols 1, 2, 3. 30s. net.
"Civil War and Rebellion in the Roman Empire." By Bernard W. Henderson. 8s. 6d.

From Messrs. Blackie & Co.:—
"Sesame and Lilies." 6d.
"Britain and Germany in Roman Times." 6d.
"The Teaching of English." By A. E. Roberts and A. Barter. 2s. 6d.
"Magnetism and Electricity."
"The Students English Dictionary." By J. Oglivie. 4s. 6d.

From Messrs. Longmans & Co.:—
"Church of the Fathers." By J. H. Newman. 2s. net.
"University Teaching." By J. H. Newman. 2s. net.

From Messrs. S. Sonnenschein & Co.:—
"Girls' School Year Book." 2s. 6d. net.

From Messrs. Williams & Norgate & Co.:—
"Anglican Liberalism." By Twelve Churchmen. 6s.

JULY, 1908

6d. net

The University Review

VOL. VI. No. 36.

PRINCIPAL CONTENTS.

Remarks on Matriculation Examinations - Sir Oliver Lodge.

The University of Wales: The Necessity for a Principal Officer - - - - - - - J. Austin Jenkins, B.A.

A Suggestion on the Being of Art - - Kurt Paechter.

News from the Universities and Colleges of the United Kingdom

---

LONDON. SHERRATT & HUGHES.
CALCUTTA & SIMLA. THACKER, SPINK & CO.
AUSTRALIA. GEORGE ROBERTSON & CO. PROPRIETARY, LTD.

In 2 Vols. Now Ready £2. 2s. 0d. net.

The Knights of England

A Complete Record from the Earliest Time to the Present Day of the Knights of all the Orders of Chivalry in England, Scotland, and Ireland, and of Knights Bachelors

BY

WM. A. SHAW, LITT.D.

Editor of the Calendar of Treasury Papers at H.M. Record Office; Author of the History of the English Church under the Commonwealth; Author of the History of Currency; etc.

INCORPORATING

A COMPLETE LIST OF KNIGHTS BACHELORS DUBBED IN IRELAND

Compiled by

G. D. BURTCHAELL, M.A., M.R.I.A.

Barrister-at-Law, Office of Arms, Ireland

Author of Genealogical Memoirs of the Members of Parliament for Kilkenny

Printed and Published for the

CENTRAL CHANCERY OF THE ORDERS OF KNIGHTHOOD

LORD CHAMBERLAIN'S OFFICE, ST. JAMES'S PALACE

SHERRATT AND HUGHES

LONDON 1906

The University Review

No. 36. VOL. VI. JULY, 1908.

Remarks on Matriculation Examinations

BY THE

SIR OLIVER LODGE,

Principal of the University of Birmingham.

A RUMOUR occasionally reaches my ears that matriculation examinations differ markedly in degrees of difficulty, and that London is the hardest of all. I do not know how this rumour originated, but think it must be a survival dating from a time when London inaugurated the custom of placing a stiff and uncompromising test as an obstacle to be taken at the entrance to a University career, instead of being satisfied with the kind of entrance test inflicted by the ancient universities. For in those days it was less customary to take Little-go or Smalls at entrance—they were regarded more as first year examinations; and so at first was the Preliminary Examination of the Victoria University. Certain Oxford and Cambridge Colleges might and did exact distinctly high qualifications on entrance, but the University as such was satisfied by a very moderate minimum indeed, and seldom excluded anybody in this way,—an inferior category being provided for the intellectually weaker brethren.

The modern universities all followed London's lead, and their demands at entrance are decidedly severe—more severe at the present time, so far as I can judge,

than London is now. The board of the Northern Universities maintains a high standard, and so does the senate of the University of Birmingham. For instance, the latter requires 40 per cent. as the normal pass mark; and the questions set have been complained of several times, by leading schoolmasters, as too severe.

At the same time Birmingham very rightly admits the principle of recognising other entrance examinations as excusing from its own; and accordingly it finds that a fair number of candidates prefer to present themselves with credentials from other places, notably from London, in place of attempting the Birmingham Matriculation.

This, however, is not a matter I intended to write about—it is only prefixed incidentally in order to avoid misunderstanding, and to ensure that the remarks which follow shall be understood as dictated by a genuine opinion regarding this type of examination in general, and as written solely in the interests of the real and sensible education of average citizens.

Scholars and genuises will always be a minority, and can be otherwise tested and provided for. The achievements of brilliant professional athletes should not be allowed to dominate and discourage the healthy efforts of ordinary amateurs, in the field of education any more than in the field of games and sport.

Until university entrance examinations can be conducted by, or in close co-operation with, the teachers of schools—an arrangement which is much to be desired—it behoves all matriculation examiners to remember that an entrance test differs very greatly from an internal examination conducted by a university on its own undergraduates, who have been subjected to a known curriculum and taught in a specified way.

Entrance candidates have been taught in a great variety of schools, and by many different kinds of teacher. Some come from technical schools, some from grammar schools, and some from private teaching; nor need they

have determined on their special calling or future line of study. Undergraduates, on the other hand, have more or less chosen their vocation, and have entered one faculty or another for a definite purpose.

Candidates for admission must have been learning subjects belonging to more than one faculty, and have been aiming at a general education. Hitherto if the teaching has been wholesome, there has been but little specialisation, nor any overloading, but, while laying a fair foundation of ordered knowledge, effort has been, or ought to have been, directed chiefly to cultivating the faculties, maintaining interest, and enlarging the capacity to learn.

The preservation of interest and of quickness of apprehension is of far more value in school life than the acquisition of information, and any examination test which discourages one and enforces the other is not only unwise but absolutely deleterious.

Moreover, whatever aptitudes a person at school age may possess, it cannot be expected that they are equally good all round. Some of the matriculation subjects appeal to one, some to another; and it is necessary to remember that subjects are bound to be taken which the candidate has no intention of subsequently following up, nor of supposing himself competent to deal with in any hopeful and promising manner. A test, therefore, which seems easy to specialists may be quite hard to people whose tastes and aptitudes lie in other directions.

These remarks apply with special force to the subjects which are compulsory on all candidates,—usually English literature, history, and mathematics. Though practically more subjects than these must be considered as compulsory, for although a choice is allowed between languages, *some* foreign language must be taken, often two; and in any case five greatly differing subjects are more than an average undergraduate can hope to carry

forward beyond elementary stages with any interest or hope of success.

It may be said that English, at least, is a subject that should entail no extraordinary difficulty; and certainly correctness of grammar and composition, as tested by the general style of the answering, is a most desirable accomplishment, and one that is useful in every department of life. But consider what English literature at matriculation standard implies. It is by no means everyone who has a taste for the flowers of English literature, or who can appreciate the books laid down for reading, even after they have undergone considerable preparation in literature of many kinds. And to the youth whose early education has been the board school, and whose immersion from infancy in the humdrum of life has left no leisure or thought even for the reading of tales, still less for the exercise of imagination and taste of the literary kind, the critical and exact reading of these books must be often quite a severe task—incredible though that may seem to those with natural gifts in this direction.

Similarly incredible it must seem to a mathematician, or even to a youth with mathematical proclivities, that anyone can find difficult the kind of questions set at matriculation in arithmetic, algebra, and geometry. But hard they are—even extraordinarily hard—to a large number of educated men: and to many persons they are not only hard but distasteful. The mathematicians who have the setting of the questions, and the looking over of the answers, would do well to bear constantly in mind that they are now dealing not, as a rule, with budding mathematicians, but with average youths who are going, some to be doctors, some lawyers, some teachers of classics or of literature, persons who have no mathematical aptitude whatever. Only by hard and steady grind can these be brought to the pitch of successfully, though uncouthly, clambering over the mathematical obstacles set in their way.

Moreover, they have been taught in many different ways. And during rapid changes of taste and custom, especially in such a subject as geometry, teachers must have had many different modes of dealing with problems; so that a good deal of elasticity and a moderate amount of lenience are due and proper under the circumstances. The object of the entrance test is to secure a certain minimum of brain power, and a basis of broad general education in all who aspire to be undergraduates.

There is a type of youth (not very plentiful) who brings up every subject to some wretched minimum, and who is just not rejected by anybody. But there is another type of youth who does really well in some subject, perhaps in more than one, but who just fails in one or two. So long as the failure is not ignominious and hopeless, some latitude should be allowed in such a case, and hence no examiner should consider it his duty to mark anyone as utterly and finally rejected without regard to what has been accomplished in other subjects; unless the failure is so conspicuous and definite that there cannot possibly be any option left.

But after all, it is not so much in looking over and marking the answers that recollection of the compound nature of a matriculation examination is most essential; consideration is far more necessary in the setting of the questions. Seldom or never should they be of an ingenious type interesting to specialists; they should represent a good sound general foundation of knowledge, without intricacies and decorations, such that everyone who has given proper study to the subject, from whatever point of view, is necessarily able to answer them. This is the real way to discourage cram. Cram is necessitated by ingenious questions on out of the way details: there is no other way in which they can be known, except to professional teachers, themselves more of less engaged in cramming others. But such out of the way and exceptional details, though they are legitimate in final and in

honour schools, and for competitive tests, are wholly out of place in an entrance test of a sound elementary knowledge and general intelligence. Commonplace, and to specialists dull, questions are the appropriate kind of questions for matriculation: problems demanding no specific or *ad hoc* study, and not demanding a moment's thought from any expert in the subject. Questions which demand five seconds thought from an expert are thereby proved to be too hard for the matriculation standard. If such questions can be done at all by a novice they must surely demand some hours of trial and error, except from the few with a natural bent for the subject, or with exceptional originality and brain power.

It will be said that these can be skipped: but facility in skipping has not been acquired by a novice, and a trial is necessary to discover of what sort they are. Questions which cannot be answered by the average candidate may cause him to expend time on them wastefully; and in any case their presence discourages him. And if, in spite of failure to tackle them, he is allowed to get through, the consciously unearned success leaves him with an undesirable sense of the lack of need for thoroughness—a sense of an obstacle evaded and left behind, but not overcome—a sense which it seems to be the special privilege of examinations with difficult questions, and a correspondingly and necessarily low standard of achievement, to foster.

Optional questions, of which only a limited number are to be chosen, are highly to be commended; for then the questions which cannot be done are legitimately and with self-approval, skipped. All the attention can in that case be concentrated on doing a few as well as possible. The only people aggrieved by insistence on the omission of a certain proportion of what is asked are the few who can easily do the whole, and who would like an opportunity for legitimately showing off. These, however, it is unnecessary to cater for, in an entrance pass examina-

tion: their opportunity will occur later on in the university course; and besides, by their style of answering even a few easy questions, such candidates are quite able to show their mettle, and extract not only full marks but an approving notice and recollection from the satisfied examiner.

Finally, a few observations on the system of marking. Questions are naturally of differing degrees of difficulty, and it seems natural to allocate a higher maximum to some than to others. But let it be observed what the effect of this natural propensity is. It at once makes the examination harder to pass. For the marks accumulated on the harder questions must be taken from the easier ones; so that, thereafter, any candidate who does a third of the paper thoroughly is not thereby able to get a third of the marks. The effect may be that he is not able to rise to the required standard unless he can do the harder questions, which may be of gymnastic quality, and are presumably inserted to give scope and exercise to the stronger candidates.

Honours and competitive examinations have their own appropriate procedure, and most examiners are familiar with them; but in a pass examination I am sure that it is fairest to allot marks to every question equally, unless there is some public indication to the contrary. A private withdrawal of marks from some questions is hardly fair. The effect of equal allotment of marks is to assist to some extent those who are in no way specialists in the subject, and to enable them to score on what little they really do properly know. And this is quite legitimate.

Another argument—though of less weight—for not piling the marks on to a few hard questions which are hardly likely to be completely done, even if attempted, is that the subject becomes thereby disqualified from contributing its proper quota to the determination of first and second class. For "class" usually depends upon

aggregate marks in all the subjects; and any subject for which the answers are so marked that the majority of candidates seldom rise above, say 50 per cent., is thereby prevented from affecting the aggregate to any important extent.

A bonus system, whereby a good answer to a hard question is allowed a few marks over and above the 100, is very likely legitimate enough, at any rate the objections to it are not those already indicated. It is the withdrawal of marks from questions, because the examiner considers them easy, that I have been objecting to. It is a common practice, and I, like others, used to do it, but gradually I perceived that it acted unfairly. So also it is unfair to split a subject up into sections' and insist on a pass in every one of the sections, unless such splitting is clearly stated beforehand in the syllabus. For thereby the obstacles to passing, instead of being the normal 5, are increased to possibly 15; and it is naturally difficult to survive them all.

Another unfair system is to allow a glaring slip in some answer to subtract marks already obtained in other answers: though all such slips may open the eyes of the examiner to the real value of the candidate's semi-knowledge, and may thus indirectly ensure legitimate rejection. Slips, however, of a kind which immediately afterwards give a good candidate the nightmare, should not be judged too harshly.

Fancy systems of rejection are always to be deprecated;—such for instance as when (to take an extreme case) an exceptional examiner, desiring to emphasise the importance of his subject, or in order to introduce what he considers improved methods of teaching, suddenly determines on an exaggerated stringency and wholesale rejection of nearly all that have not been taught on his method. Such a procedure is manifesty unfair to the candidates of that year, who are in no way responsible for either old or new methods. Other and more

laborious devices for effecting reforms are distinctly preferable to this.

The net result of this paper is to urge that both questions and answers should be looked at and criticised from the point of view of the schoolmaster or actual responsible teacher; and with due regard to the variety of schools and candidates. Also that there should be no idea of demanding in each subject taken by itself a high standard; such as must entail special preparation of an artificial kind, and the temporary acquisition of useless and speedily-forgotton trivial or exceptional facts—knowledge of which is not required, and not possessed, by thoroughly educated people.

OLIVER LODGE.

The University of Wales: The Necessity for a Principal Officer*

By J. AUSTIN JENKINS, B.A., (Lond.),

Registrar of the University College, Cardiff.

THE dissatisfaction at present prevalent in the University of Wales is due to the fact that there have been for some time past two schools of thought with respect to its constitution. Some years ago the late Sir Richard Jebb promulgated the idea that the days of the University of Wales as a federal University were numbered, and that the time would soon come when it would have to be split up into probably the three Universities of Bangor, Aberystwyth and Cardiff. This was the first important occasion on which a serious announcement was made to this effect. When he was supported by a distinguished Welshman, this Welshman did not know or did not realise, that there is an insuperable difficulty in Wales in bringing this about owing to the lack of funds. The Petition, for instance, of those interested in promoting the University of Bristol cannot be considered until a sum of at least £250,000 has been secured. Where can the Colleges of Aberystwyth, Bangor and Cardiff expect to find £250,000 each?

There is another possible method of dealing with present difficulties, and that is to maintain the federal character of the University, but to make the work of administration more efficient by the appointment of an educational expert, who shall be called Principal Officer or Working Head or Chief Salaried Officer, or by some

* A Paper read before the Cardiff Cymmrodorion Society.

other title, and whose duty it will be to devote himself entirely to the interests of the University as a federal body.

The difficulties of the University are entirely due to its phenomenal success. This success is not confined to any one department of its activities; the number of its students has grown beyond all expectations; its influence in the country has increased; and it has extended its powers by means of the affiliated Theological Colleges, and also by powers taken to affiliate such an institution as the proposed Technical College at Swansea. It is no exaggeration to say that our University is probably as well officered as any other University in the kingdom, but its success has been so phenomenal that it appears difficult and well-nigh impossible to conduct its work efficiently as it is at present constituted with the services merely of the present officers, and that it is necessary to take steps to appoint an additional officer, and to place him in a high position from which he can watch closely and promote continuously the interests of the University and of its constituent colleges.

There are many reasons why the University should be maintained as a federal body, among them being the following:—

(1) There is the national aspect of the question. Wales appears to the outside world as a united nation by the constitution of its University, and in this way gains much.

(2) So long as the University exists as at present, its very existence helps to give the nation a sense of unity.

(3) By bringing together at stated periods a number of the leading public men of the Principality, and also of the learned men of Wales, and of its leading educationists, who are members of the Senate of the University, the public life of Wales is enriched in many ways.

(4) The colleges gain much by being associated together and by thus acting and counteracting the one upon the other.

(5) The value of the degrees of a federal University of Wales is probably greater than would be that of the degrees granted by any one of the three separate Universities.

(6) The expenses of administration are probably much less in a federal University than would be the case if there were three separate Universities.

Now, having shown the importance of maintaining the University of Wales as a federal University, I contend that, in spite of all these advantages, the splitting-up process must inevitably make rapid progress unless those who take part in the management of the University and of its colleges undertake to secure the greatest possible efficiency in its administration, and I contend that this degree of efficiency is impossible so long as the University is staffed as it is at the present time, and it can only be secured by the appointment of a salaried official as referred to above.

It has been said that the constitution of the University ought not to be interfered with so soon after its formation. This appears to be an unreasonable contention, because if any change is proved to be necessary surely the sooner it is made the better.

Again, it has been said that the Charter does not provide for the appointment of such an officer, and, therefore (by implication), that nothing should be done to amend or add to the Charter. This argument can only be used by persons who are unacquainted with the history of the University. A Supplemental Charter has already been granted (in 1906) for the following purposes:—

(1) The Affiliation of Colleges.

(2) The Establishment of Degrees in Recognition of Research

(3) The recognition of Faculties of Medicine and Surgery.

What has been done in the way of a Supplemental Charter can be done again by obtaining another Supplemental Charter of a much more simple character than that granted in 1906.

It has also been said that this scheme would not be adopted by the constituent bodies of the University, and ought not therefore to be proceeded with. Surely, this is a very feeble contention. It simply means a condemnation of all attempts at reformation, amendment, and improvement in existing institutions, because no reformation was ever brought about by the immediate acceptance of new schemes on the part of the bodies which, owing to vested interests, were more or less committed to maintaining existing conditions.

The circumstances of the University have changed in a material degree from those which prevailed when the Charter was under consideration by devoted patriots about fifteen years ago. I will content myself by referring to the following circumstances of change:—

(1) The powerful federal University in the North of England, known as the "Victoria University," which contained the University Colleges of Manchester, Liverpool and Leeds has been split up into the great Universities of Manchester, Liverpool and Leeds. It may be said—"What has the splitting up of the Victoria University to do with the present argument?" The reply is, that those who promoted the University of Wales were largely influenced by the existence of the great federal University of the North of England. To such an extent were they under the influence of the Victoria University that, in the Citation of the Petition which appears in the Charter immediately after the Preamble, the following words occur:

> "and that for the due development of the higher or University education given in the said

Colleges the same need of incorporation in a degree-giving University organisation which had been experienced by the Colleges now therefore incorporated in the Victoria University was felt and rendered it urgently desirable that the further recommendation of the said Departmental Committee should be carried into effect."

Now that the great federal University of the North has been dissolved the trend of thought is in the direction of splitting up the University of Wales, and this process can only be stopped by the University taking measures for its own protection as a federal body, by making itself an institution whose highest efficiency cannot be questioned.

(2) The University, its constituent colleges, and the secondary schools have outgrown the most sanguine hopes of the promoters of higher education in Wales. When the Petition for the Charter was presented, it was stated that "the success of the said Colleges now joined to the said petition had been conspicuous and beyond the anticipations of the said Departmental Committee, and at the date of the said petition nearly 650 students were receiving advanced higher education at their hands."

The following will give some idea of this growth:

GRADUATES.

		B.A.	M.A.	B.Sc.	D.Sc.	B.D.	Total.
1896	...	—	—	1	—	—	1
1897	...	10	—	4	1	—	15
1907	...	134	15	44	—	7	200

TEACHING STAFFS OF COLLEGES IN DEPARTMENTS RECOGNISED BY THE UNIVERSITY.

	Aberystwyth.	Bangor.	Cardiff	Total.
1895-6 ...	32	27	30	89
1905-6 ...	41	34	45	120

STUDENTS OF THE UNIVERSITY IN THE CONSTITUENT COLLEGES.

	Aberystwyth.	Bangor.	Cardiff.	Total
1895-6 ...	131	64	111	306
1905-6 ...	357	215	419	991

TOTAL NUMBER OF STUDENTS IN THE CONSTITUENT COLLEGES.

	Aberystwyth,	Bangor.	Cardiff.	Total
1895-6 ...	355	225	*391	971
1906-7 ...	415	322	*717	1454

SECONDARY SCHOOLS.

	Number of Schools.	Number of Scholars.
1896 ...	40	3367
1907 ...	95	12,499

In addition to the above, consideration must be given to the Extension Lectures in Agriculture conducted by Aberystwyth and Bangor, the Extension Lectures and Technical School associated with Cardiff, and the Short Courses in various subjects conducted by the three Colleges severally.

(3) In addition to the phenomenal increase in the numbers of students attending the Colleges, the influence of the Colleges is much greater now than it was at the date of the Petition of the University The passing of the Education Act, which gave powers with respect to education to County Councils, County Boroughs, and Urban District Councils, has resulted in an inevitable increase in the expenditure of administrative energy in the Colleges. These institutions have now to keep themselves in touch with the County Councils, the County Education Committees, and their various Sub-Committees—Technical, Secondary, and Elementary. They are in close association also with the Board of

* Including Students of the Training School of Cookery and the Domestic Arts.

Education, because each of them contains a college for the training of teachers. In fact, each of these three Colleges has become an amalgamation of colleges.

Does it not, therefore, follow that, whereas when the Charter of the University was granted, the promoters were justified in believing that the Principal of each of the Colleges might in turn perform, without undue stress, the duties assigned to the Vice-Chancellor of the University, the work to be done by the Principal in his particular college has so greatly increased that it is unreasonable to expect him, in addition to coping with the enormous increase of work in his own College, from which he derives his salary, and for the work of which he is firstly and mainly responsible, to undertake also the work of Vice-Chancellor of the University as contemplated in the Charter?

(4) Since the Charter of the University was granted, Theological Colleges have become affiliated; the Theological Board has been brought into existence; a Faculty of Medicine has been established in one of the Colleges; two Matriculation examinations instead of one are held each year; the National Library and the National Museum have been established; and the Colleges are associated with these national institutions by the appointment on their governing bodies of the Principals of the Colleges. These developments have added to the labour involved in the conduct of the Colleges and the University, and therefore, the difficulty on the part of the Principals in performing the duties of the office of Vice-Chancellor with undoubted efficiency has been correspondingly increased.

The growth of the Colleges in Wales has not reached the greatest possible limits. The fact that the numbers of students in Wales have increased during recent years in spite of the establishment of new Universities in England, such as Birmingham, Manchester, Liverpool, Leeds, Sheffield and Nottingham, and such large

Technical Schools as the Municipal Technical School in Manchester, makes it quite clear that ere long there will be a very large increase in the numbers of students who will proceed to the Welsh Colleges.

(5) Furthermore, the Colleges are now devoting their attention, in conjunction with the University, to the development of the work of Research.

(6) It is more apparent every day that a closer co-ordination is necessary of higher education in the Principality as between the University College and the Secondary and Technical Schools.

(7) It was said not long since that the University could not afford the appointment of another salaried official. Perhaps it would not be fair to argue that had the University been able to afford such an expenditure at the time of its formation, the salaried officer now asked for would have been appointed, but in any case the argument as to lack of funds will no longer hold. The fees are increasing, and the expenditure does not correspondingly increase. In any case, it would not be unreasonable, if necessary, to appeal to the Treasury for a slightly increased grant, in order to make the University as efficient as possible.

The Charter, as originally framed was largely speculative, and therefore, no argument can be derived from the fact that provision was not made in the Charter for the appointment of such an officer. The speculative character of the Charter is seen by the fact that the first idea of the promoters of the University was, that it should control the training of teachers and the inspection and the examination of the secondary schools. Now that the work of the University has advanced from a speculative to a real character, it is full time that serious consideration should be given to the desirability and the necessity of making a change in the administration of the University which will enable it, as a federal body, to contend with the serious changes in its circumstances.

It may be asked, what are the advantages which would be derived from the appointment of such an official? I venture to submit the following as some of them :—

(1) There would be a closer supervision of the work and development of the University, because this educational expert would be required to devote all his time and attention to the work.

The Court of the University would have a permanent adviser in academic matters, whereas now the Vice-Chancellor is not always in agreement with the two ex-Vice-Chancellors, and, therefore, the members of the Court are not quite sure whom they are to follow whether the majority of two or the minority of one.

There would be more continuity in the work of the University as a whole.

There would be an increase of simplicity, and therefore of unity in the machinery of the University.

(2) He could act as intermediary between the University and the Colleges, meaning by this latter term not only the constituent Colleges but also the the affiliated Theological Colleges and the affiliated College at Swansea, when it is brought into existence, and also the Training Colleges in Wales, together also with the National Institutions, such as the National Library and the National Museum. It would not do the University any harm if it had an officer of high position who might be occasionally in touch with the National Eisteddfod of Wales.

(3) He could report periodically to the Court on the growth and development of the University and its relationship to the several institutions of the Principality.

(4) He could take the initiative in suggesting new departments of activity and new lines of policy.

(5) He could infuse life into some of the dead articles of the Charter, as, for instance, into that part of the Charter which gives the Court power to organise extra

collegiate instruction, and to give such extra collegiate instruction recognition for degrees.

This is a matter of the greatest importance, which has been entirely neglected. Those who took an interest in the foundation of the University will recollect that the whole question of the constitution of the University was deferred for some considerable time, in order that the public opinion of the Principality might be ascertained on the great issue before those who were engaged in drafting the Charter of the University—whether persons who were unable to attend the prescribed courses of lectures in the constituent Colleges might be candidates for degrees. It was determined that residence at a constituent college should in general be required, but that University Extension Courses should be established "for the instruction of persons who are unable to attend the Courses of the constituent Colleges," and that "the Court may recognise attendance upon such extra collegiate Courses or at another University for a limited period as exempting from part of the term of study in a constituent College necessary to graduation." What has been done to organise extra collegiate instruction?

(6) He could encourage the Colleges by proper supervision of the schemes of study to develop more individuality as provided by the Charter.

(7) He could visit and inspect the laboratories, class-rooms, museums, and other teaching material of each College, and report thereupon to the Court when necessary, as provided by the Charter.

(8) He could take the initiative in establishing fellowships and research scholarships and lectures on Commerce and other necessary subjects under the auspices of the University and the several colleges.

(9) He could guide the University and the Colleges in the direction of promoting research work, which is now so often advocated, and which is so absolutely essential if the University of Wales and its Colleges are to take a

great and honourable position in the University system of the kingdom.

(10) He could bring the University Senate and the representatives of the schoolmasters into conference and act as an intermediary between them, such work being necessary in view of the present complicated system whereby candidates become matriculated students of the University.

(11) He could act as the official chiefly responsible for the proper conduct of the examinations.

There would be many other advantages gained which need not now be enumerated.

The University of London, which is a federal University, has provided for the appointment of such an officer. When the University of Wales was established the cry was "Do everything in the University of Wales which is not done in the University of London," but now it is time to change the cry and say "Do in the University of Wales the essential thing which the Federal University of London has done"—appoint a salaried working head.

Again, if every University College and Theological College in the Principality requires a Principal in addition to a Registrar, surely, the University of Wales, with its phenomenal success, and with all the perplexities which are attached to its regulations and its many associations with other bodies, requires such an officer.

But what definite work could be given to such an officer? The reply to that question is that he would have a great deal to do if he were only to assist and advise the Court in the following among other matters, which require early consideration, not to speak of questions which constantly arise in a rapidly developing University.

(1) The Matriculation Regulations

Should Latin be a compulsory subject? If not, what should be the alternative or alternatives?

What ought to be the position of the Welsh language?

Should not a place be found for Geography in the subjects for Matriculation?

Should the Schoolmasters be consulted before the regulations for Matriculation are determined?

To prepare a report on the relationship between the Central Welsh Board Senior Certificate, which is accepted for Matriculation, and the regulations for Matriculation determined by the University.

Should the scheme of examinations accepted as equivalent to Matriculation be simplified?

(2) DEGREE REGULATIONS :—

Should the present regulation continue which makes Latin or Greek compulsory, together with one other subject, in the Intermediate Examination for Arts?

Should there be any compulsory subjects at all for the Degree, and, if so, should there be more than there are at present?

Should it be possible for a candidate to select five Intermediate Courses out of the nine required for his Degree?

Should the standard of Intermediate work be made higher?

Should it be made compulsory for a student to take not more than four Intermediate subjects and to carry three of these into his Ordinary Course, completing his Degree by carrying two of the subjects taken by him in the Ordinary Course, to his Special Course?

Would it increase the value of the Degree if the candidate were compelled to study two subjects throughout the whole of his residence of three years in a constituent college?

Ought English up to Intermediate Standard to be compulsory for the initial Degree in all faculties?

Should the regulations for the B.Sc. Degree be so modified so as to make it impossible for the Degree to be taken with practically nothing but Arts subjects?

Is it necessary to take steps to equalise the Honours Degrees in Arts and Science?

Is it possible to simplify the Degree regulations so as to do away with the necessity for the Senate, on the recommendation of the Colleges, to submit to the Court for approval so many exceptions to the ordinary regulations?

(3) Can the examinations be so arranged that every teacher becomes an Examiner in accordance with the spirit and the intention of the Charter? In the early days of the University, it was contended that it was much superior to the University of London because, whereas the University of London was an Examining Body, the University of Wales was a Teaching Body. If there is any force in this argument, it depends upon making the University a real teaching body, and this can only be done by making every teacher an examiner. What is possible now? The Head of the Department, who is the Examiner, may take a few students in Honours and Special Courses only, and the Ordinary and Intermediate classes may be taken by his Assistant. The Head of the Department may have five students in Honours, and his Assistant may have 150 in the Intermediate, but the Head of the Department does all the examining. So far, therefore, as the Intermediate students are concerned, the University of Wales to them is an Examining Body, because, as was the case in the University of London, where it is still the case with respect to external students, the teacher is one person and the examiner another.

(4) Can the appointment of External Examiners in all Intermediate Examinations be dispensed with, and could not the candidates be allowed to complete their Intermediate Courses, and, therefore, to proceed to their Ordinary Courses on the Certificates of the Professors of the Colleges, which would be granted to them on the results of their work for the Session? This would not

be a new thing, because there are many regulations now which permit students who have not pursued Intermediate Courses in the Colleges to proceed to Ordinary Courses, and to dispense with the services of the External Examiner in the case of Intermediate Courses would only be to extend this principle.

(5) Would it be well to hold Matriculation Examinations in places outside Aberystwyth, Bangor and Cardiff? Why not hold the Matriculation Examination in Liverpool, Chester, London, or Birmingham?

(6) Is it necessary or advisable to alter the age for entry into the Colleges from 16 to a higher age, and is it desirable that scholars should remain in the Secondary Schools after they have passed the Matriculation Examination?

Now that a case has been made out, from the point of view of internal administration, for the necessity of appointing such an officer, not to dominate but to help the University, I wish to point out that such an appointment would be possible by obtaining a Supplemental Charter which would give to the Court of the University powers already possessed by the Senate of the University of London.

The article in the Supplemental Charter would read somewhat as follows:—

> "The Court may appoint a principal officer to assist in the general government of the University, and may assign to such officer such title, powers, duties, and salary as they may determine."

It would also be necessary to alter article VII. of the original Charter, so as to omit the following words:—

> "The Vice-Chancellor shall preside over the meetings of the Senate and be the chief Executive Officer of the University in all matters relating to University studies and examinations during his term of office."

By proceeding in this way, the present arrangement of the Officers of the University would not be disturbed. The Principals of the College would continue to be Vice-Chancellors, but instead of being expected to perform the impossible, the duties assigned to them would be reasonable. They would still maintain their present position at the important ceremonies and functions of the University, and they would continue to be ex-officio members of the various Committees which carry on the work of the University.

This appears to be a simple and yet effective way of dealing with the present increasing and perilous difficulties of the University. To settle thus amicably these difficulties would have an excellent effect, not only on the University, but also on the whole system of higher education in the Principality. Peace with efficiency is what the University needs.

J. AUSTIN JENKINS.

A Suggestion on the Being of Art

BY
KURT PAECHTER.

THE fundamental point of dispute "the value of Art" is now settled beyond any doubt. It has taken centuries and it has called forth great efforts to arrive at any definite solution.

In the wide study of Art, however, we are confronted by very many problems, which still await their solution. Certain ideas have always circulated round the main questions as to Art's right of existence and its faculty of life. "To what extent can Art be tolerated? How far is it to be cultivated? To what limit can Art go in renewing itself?" These questions have always caused controversy and they still provide matter for vigorous discussion.

Nevertheless we cannot help feeling that they can never be dealt with adequately until another decision has been made upon the one great point which has been for a long time partly forgotten and partly neglected—"What does this great good to mankind consist of and how can we maintain its existence?"

One great difficulty in all this is universally recognised and acknowledged. We all know the old story well, that if you want to enjoy the fruits you must take good care of your garden and you must do your very best to let them ripen. But how is that to be done? What are the conditions under which Art will live? And will Art evermore bear in itself the power to renew itself? We seem to be drawn back at the outset of our endeavours, but it is only for a moment. As we look at the problem more closely we see at once the mistake which was so easy to

make. All these quarrels had to be fought and all these disputes had to be raised before we could go towards the final solution of the whole question. Not before the question of "Art for Art's sake" and all the other merely primary disputes had been decided upon was it possible to turn to these ever new questions.

It is true we have still to face the same questions as existed thousands of years ago. But we go on steadily if slowly. They are still the same questions, although they appear different to us; they are much more clearly put before our eyes, and in their present form they help us to go on in the great work of defining the being of Art.

As long as Art will be itself "True Art" all these questions must remain, and many new ones will arise. Many of these disputes must in time surely be settled, and they will then be forgotten, but there will always be fresh disputes arising; there will always be a new cause for a difference of opinion in questions concerning Art.

Art is abstract—a feeling of the truly beautiful and serene as it ever was and ever will be. It is all the same in whatever form it chooses to express itself. In sculpture, painting, poetry, music, or in any of the different kinds of what we commonly mean by the words, "work of Art," it is always originated and governed by the one infinite power—Art!

Art is like religion—the knowledge that we possess something unattainably high and beautiful. We cannot see it, and we cannot touch it, yet we know that it is. Therefore we try to express it according to our gifts and its appearance to everyone of us. Had religion or had Art any conceivable limits it would immediately and without doubt lose its greatness and its indefinable influence. Art will remain for ever the same; but, as in the case of everything that is truly great, there are no restricting laws, and no laws to admit "*one*" way of understanding it, and no other.

Many suggestions have been made. and many replies have been found in answer to that all prevailing question, "What is it that makes Art great? Where does its extraordinary power originate?"

It is evident that many of the inquiries have been right and many others have been wrong. They all came—more or less early—to the limit of knowledge, where they had to experience that *nolens volens* they could go no further. But surely the unattainable height of their subject only convinced them the more of its goodness and purity.

We hear it suggested very often that the secret of Art's influence is to be found in the choice of the "*subject*,"—that the final effect of the whole entirely depends on the matter the artist has thought fit to represent. Or again we hear that the "*material*" in which the artist has chosen to express his thoughts decides the value of the work. There are also the quotations which we hear so often from many great essays and suggestions worked out in many years of deep and earnest study as to the influence of the "*manner*" in which Art is put before our eyes and before our minds. And then there is the legion of the mere theorists on this point, all of whom are contented with guessing the possibilities of a subject which they have finally been compelled to recognise as being beyond their reach.

All these arguments are extremely helpful and instructive to us, not only in laying the base for all inquiry into the matter, but also because we necessarily see here more clearly than before where our old experiences remain unsatisfactory and where new suggestions are most wanted.

All these arguments undoubtedly hit upon the truth: they all, varying only according to their special point of view, touch upon the real substance of the question. They seem, however, to have realised but one side of the question, a side important in itself though *only* of use

in strict connection with the other side—unknown or disbelieved—which would bring out its merits to the full. They are like the finished tools, lying about in an unused state, ready to be of the greatest help if the hand and the proper knowledge can be found to employ them in the right way.

Art has no laws and no absolute commandments. This glorious gift to mankind finds its sole restrictions in the different ways in which it is conceived by them. Nature—the great world with its infinite treasury of visible and invisible wonders, is the same to-day as when artists first saw it. The same sun shines on the same beautiful earth as ever before. Minerva's dominion retains its unchangeable "grandeur."

But there have surely been great changes in this universe during all these centuries. It is the old story—ever new "through darkness to light." The real cause for these striking alterations must be sought in another direction. The eye and the mind of the present generation, as representatives of the human race, have undergone an almost complete transformation. The enormous development of every science in connection with the rapid progress of civilisation was followed, as a natural consequence, by the fuller consciousness of our immediate and indirect surroundings. The great powers of steam and electricity have been in the world as long as the world has been, but our mind was not ready to see them. The telephone and the telegraph were lying before our eyes but we did not—could not—observe them. . . . It is the same with Art; the great changes, which now we are compelled to acknowledge have their strong roots *not* in Art's incapacity, but they must be found in our own development. Our minds gradually awaken to the full appreciation of the benefits and of the beauties which are ready for us!

And so at last we come to recognise the fact that Art's great influence does not depend on the fashion in which

it is represented—*alias* the subject, the material, the manner—but entirely on the mode of expression. The human mind is the worker, which alone can handle these tools so as to form a work of Art.

It is obvious that the value of Art (apart from those things, which must remain beyond the reach of our interpretation) rests with the capacity and with the will of the individual. It seems to be the only possible way in which everything that is truly great must come to us,—through its reflection in a human mind. Only if the things are seen and conceived by a living individuality can they transfer upon us the feeling and the knowledge of Art. It is not the mere copy of things that exist, that we look for in Art, but things—though familiar to us—reproduced in a new light—perhaps also given in a manner which is no more dependent upon the actual conditions of life, but rather in accordance with the demands of unshaped thought.

It is easy to attain that sort of craftmanship which will re-echo things exactly as they are—an *Art* which can be exercised to perfect satisfaction by the photographic camera in the case of painting or sculpture, and by the phonograph in the case of music or poetry. But that can never be what we anticipate and what we hope for in Art. There is one link missing, the absence of which we must resent, sooner or later, and without which Art cannot exist. That is—the shape these things take, when revealed by a strong "individuality," things which we have known all our lives, but which we see only now in their truest being through the interpretation of a true artist, who by a careful study and a great love for his subject oftentimes shows us new ways in which to look at it and new wonders in it for us to see.

If we recognise this one great fact to the full; and, going further still, if we model our actions according to it, we here hold the solution of all the preceding problems. The full appreciation of the fact that Art's great secret is

its revelation through a powerful individuality cannot fail to be of the widest consequence. Herewith we hold the guarantee of the power of Art and of its influence. Now we know Art's "power of existence" and "its faculty of life." And all the other—old or still surviving—disputes find here their answer.

But apart from all this we have here the glorious assurance of Art's duration. We know now that Art's existence will be eternal—so long as human lives will last—so long as there will be an earth and a heaven; so long as there exists a universe there will—there *must* be Art—the companion, the comforter, and the helper of man.

With the recognition of Art's existence through individual origination only, we must be prepared to give our energy and our goodwill to the great task of helping and of developing the passive or active feeling for Art, as the only means by which it can be produced and preserved.

KURT PAECHTER.

The Universities.

CAMBRIDGE.

The New Chancellor.

On June 17th Lord Rayleigh was formally installed as Chancellor of the University in succession to the late Duke of Devonshire. The day's proceedings were opened with a reception at the Fitzwilliam Museum. During the luncheon, which was afterwards served to a large party at Caius College, it was announced that several of Lord Rayleigh's friends, who are not resident members of the University, had arranged to offer to the University a fund large enough to provide an annual award to be associated with the name of the Chancellor in those branches of knowledge in which Lord Rayleigh is pre-eminent, the desire of these friends being to express in some measure the gratification of the scientific world at the election of Lord Rayleigh to the high office of Chancellor of the University of Cambridge. The ceremony of installation took place in the Senate House in the presence of a large and enthusiastic audience. After a brief speech from the new Chancellor the ceremony of conferring honorary degrees was proceeded with. The recipients of honorary degrees were the Prime Minister, the Duke of Northumberland, Lord Halsbury, Admiral Sir John Fisher, Sir Hubert von Herkomer, the Hon. C. A. Parsons, Sir George Trevelyan, Sir James Ramsay, Sir Andrew Noble, Sir William Crookes, Mr. Rudyard Kipling, Professor Horace Lamb, Professor G. D. Liveing and Professor Alfred Marshall. At the close of the graduation ceremony the congregation was dissolved amid cheers for the Chancellor and the singing of "For he's a jolly good fellow." A garden-party at King's College followed, and in the evening a dinner was given at Trinity College.

The Chancellor, Lord Rayleigh, accompanied by the Esquire Bedells (Messrs. A. P. Humphry and A. H. Evans) visited the

Colleges on June 18th for the purpose of being introduced to the various corporate bodies. Upon arriving at the gate of each College the Chancellor was introduced to the Master, who presented his lordship to the Fellows of the College and the graduates in residence, after which he was then conducted through the College and grounds.

It was fitting that the first official act of Lord Rayleigh as Chancellor of Cambridge University should be to open the new wing of the Cavendish Laboratory for experimental physics. The ceremony took place on June 16th in the presence of a distinguished gathering, which included many heads of houses.

University News and Notes.

The Rev. Arthur James Mason, D.D., Master of Pembroke College, has been elected to be Vice-Chancellor for the academic year 1908–1909.

Several hundred degrees were conferred at two congregations held on June 23rd, the Wranglers and first-class Tripos men alone numbering 106.

In their 42nd annual report the Museums and Lecture Rooms Syndicate record a gift of £500 made by Mr. Frank Smart for the purchase of additional furniture and fittings in the Museum of Botany. The Library in the Department of Physiology has been increased by many books formerly in the possession of Sir Michael Foster; the Library of the Medical School has also received many additions.

The Vice-Chancellor has received from Professor Westlake an intimation of his intention to resign the Whewell Professorship of International Law on June 18th.

A further list of donations to the University Benefaction Fund has been announced. The Fund now amounts to a total of £116,709. 17s. 11d. In addition to this sum over £19,300 has been promised for the University Library, of which a large proportion has already been received.

The Court of the Clothworkers' Company have, on the motion of Lord Cross, voted a donation of £1,000 in response to the appeal issued by Lord Rayleigh, as Chancellor of the University.

Professor J. G. Adami, of Christ's College, Professor of Pathology at M'Gill University, is to represent Cambridge University at the Sixth International Congress on Tuberculosis to be held at Washington, U.S.A., in September and October of the present year.

The first examination for the diploma in Mining Engineering will be held in the Michaelmas Term, 1908. The examiners nominated are Mr. E. H. Liveing, formerly Professor of Mining in the Yorkshire College, Leeds; Professor H. Louis, Armstrong College; and Mr. C. T. Heycock, of King's College.

Sir Ernest Satow, LL.D., formerly British Minister in Peking, delivered the Rede Lecture in the Senate House on June 13th. The subject of the lecture was the diplomatic career of the late Count Alexander Hübner as Austrian Ambassador in Paris between 1849 and 1859.

The degree of LL.D. (*honoris causa*) has been conferred upon Ulrich von Wilamowitz Möllendorff, Professor of Classical Philology in the University of Berlin.

Mr. William Bateson, F.R.S., has been elected to the Chair of Biology, recently established for five years through the generosity of an anonymous benefactor.

Mr. A. C. Pigou, Fellow of King's College, has been elected to the Professorship of Political Economy recently vacated by Professor Alfred Marshall. The new Professor was born in 1877, and was educated at Harrow and at King's College, Cambridge. He is at present Girdlers' Lecturer in Economics in the University.

Mr. Sydney C. Cockerell has been appointed Director of the Fitzwilliam Museum. Mr. Cockerell was closely associated with William Morris in the productions of the Kelmscott Press, and since that time he has devoted himself to a minute study of illuminated manuscripts in which research he has travelled widely abroad.

Mr. F. M. Rushmore (St. Catherine's) and Mr. J. H. Widdicombe (Downing) have been nominated for the office of Proctor in the ensuing academical year.

The Mathematical Honours Class List (old regulations) was published on June 16th. Mr. S. Brodetsky (Trinity) and Mr.

A. W. Ibbotson (Pembroke) were bracketed first; Mr. Minson, of Christ's, and Mr. T. K. Shaw, of Sidney, Sussex, came third and fourth. Miss M. Long, of Girton, was the highest of the women, being equal to fourth.

DURHAM.

Reform of the University of Durham.

The Bill "to make further provision with respect to the University of Durham" has now been printed. It proposes to appoint a body styled the University of Durham Commissioners. Their powers are to make statutes regulating the constitution of the University and the powers and duties of its constituent bodies and the disposition of its property in accordance with a scheme scheduled as an appendix to the Bill. One of the clauses in the Bill provides for the affiliation to the University in the Faculty of Science of the Sunderland Technical College subject to its satisfying the conditions specified by the Senate of the University.

In the schedule published as an appendix to the Bill it is provided that the Bishop of Durham shall be Visitor and the present Dean of Durham Chancellor of the University, the office of Warden being abolished. Succeeding Chancellors shall be appointed by the Senate. The office and powers of the Dean and Chapter of Durham as Governors of the University are to cease. The Senate is to consist of 37 persons—namely, the Chancellor; six persons nominated by the Crown, the Dean and Chapter of Durham, together with so many other persons appointed by the Council of the Durham College as shall make six in all; six appointed by such professors, tutors, and lecturers of the Durham division of the University as are not members of the Chapter, four appointed by the College of Medicine, Newcastle, four by the Council of Armstrong College and six appointed by Convocation, three being past students of the Durham division and three being past students of the Newcastle division.

Full powers are assigned to the Senate over the property, conditions of study, examinations and degrees of the University. It is, however, specially provided that religious knowledge shall continue to be a subject in the arts course and that the consent of the Bishop of Durham for the time being shall be required

for any regulation affecting the Faculty of Theology. Except in the Faculty of Theology the Senate shall not require or impose any religious test unless in its capacity as trustee of a benefaction to which such a condition has been attached by its founder. A "Council of the Durham Colleges" is to be set up which is to carry on University College and Bishop Hatfield's Hall as residential colleges, due regard being paid to the original purpose of the endowment and to its connexion with the Cathedral Church of Durham. The two canonries of Durham annexed to professorships of divinity and Greek in the University shall remain so annexed, the appointments being made, as now, by the Bishop of Durham.

The Newcastle division of the University is to consist of the University College of Medicine and Armstrong College, Newcastle, but no council is set up for this division. It is expressly declared that Convocation shall be constituted as heretofore.

The June Convocation.

The Warden (Dean Kitchin) presided over the customary June Convocation which was held on June 9th. The degree of D.C.L. (*honoris causa*) was conferred upon a number of distinguished visitors attending the Pan-Anglican Congress, including:—The Bishops of Calcutta, Zanzibar and Toronto, the Archbishops of Rupertsland, the West Indies, Sydney, Melbourne and Brisbane, the Bishop of South Tokio; Dr. D. S. Tuttle, presiding Bishop, and Dr. W. Lawrence, Chairman of the House of Bishops (representing America), Dr. H. H. Montgomery and Mr. Eugene Stock.

EDINBURGH.

The Lord Rectorship.

Dr. William Osler, Regius Professor of Medicine in the University of Oxford, has consented to stand as a non-party candidate for the Lord Rectorship. The political candidates already adopted are Mr. Winston Churchill, M.P., and Mr. Wyndham, M.P. On two previous occasions only have there been non-political candidates for the office, viz., Ruskin in 1862, when he was beaten by 183 votes, and Carlyle in 1871, when he was elected by a large majority over Disraeli. In the forthcoming election in November the medical vote is expected to go almost solid for Dr. Osler.

GLASGOW.

The New Chancellor.

The formal installation of Lord Rosebery as Chancellor of the University of Glasgow took place in the Bute Hall on June 12th. There was a large and distinguished gathering, which included many academic dignitaries, among whom were Sir William Turner, Principal of Edinburgh University, and Principal Stewart, of St. Mary's College, St. Andrews. The entry of the Vice-Chancellor, Principal MacAlister, and Lord Rosebery was greeted with loud cheers and the singing of "He's a jolly good fellow." The Rev. John Smith, Convener of the Business Committee of the General Council, reported the result of the election of Lord Rosebery to office and Sir James King, Dean of Faculties, thereupon requested that the Chancellor be installed. The oath of faithful discharge of office having been taken by his lordship, and the University record having been signed by him, he was invested with the Chancellor's robe and forthwith took his seat as Chancellor. This ceremony was followed by the bestowal by the new Chancellor of the honorary degree of Doctor of Laws upon the Duke of Argyll, Lord Elgin and Lord Newlands. The Chancellor then delivered a short address.

Luncheon was afterwards served in the Randolph Hall of the University, at which the three new honorary graduates were the principal guests. Lord Rosebery, on returning thanks for the toast of his health, eulogised the honorary graduates. A garden party was held in the University grounds in the afternoon.

LIVERPOOL.

Two New Chairs.

The Council of the Liverpool University have instituted two new chairs—one of Celtic Studies and the other of Mediæval Archæology. To the first they have appointed Professor Kuno Meyer, who already holds the endowed Chair of German in the University. The new chair is unendowed. Dr. Meyer's appointment, it is announced, is in recognition of his eminence as a Celtic scholar and places him officially at the head of the school of Celtic which he has founded in the University.

To the second chair the Council have appointed Mr. Francis Pierrepoint Barnard, of Pembroke College, Oxford. This chair is also unendowed, Mr. Barnard has had a distinguished career as a student and investigator in his own subjects, and his appointment, it is felt, will add greatly to the strength of the staff of the schools of History and Archæology.

An Exhibition of Egyptian Antiquities.

The annual exhibition of Egyptian antiquities at the Institute of Archæology of the University of Liverpool was opened on June 29th. The collection has been formed through the researches of Professor Garstang, who returned some time ago from his third season at Abydos, where extensive excavations have been conducted. The result has been some very interesting discoveries relating to the little-known period of the Hyksos. These are chiefly articles of red and black ware, and are remarkable for the excellence of their workmanship. The vessels are thin and highly polished, and their state of preservation is so good that upon some of them are to be seen the marks left by the network in which they were carried. The group is probably the finest which has been accurately dated to the Hyksos period.

Honorary Degrees.

At the graduation ceremony of the University of July 11th it is announced that the following honorary degrees will be conferred:—D.Litt., Professor W. A. Raleigh and Professor Edward Meyer; LL.D., the Right Hon. Augustine Birrell, M.P., the Right Hon. Sir John Brunner, M.P., Principal MacAlister and Professor Vinogradoff; D.Sc., Mr. Francis Darwin and Professor J. L. Todd; D.Eng., the Hon. C. A. Parsons; M.A., Mr. W. Fergusson Irvine.

Liverpool and Lehigh.

On July 2nd the University conferred the degree of M.Sc. (*honoris causa*) on Mr. Horace Field Parshall on behalf of the University of Lehigh, United States of America. The proceedings were opened by the Registrar, who read the letters patent from Lehigh University authorising the Liverpool University to act on its behalf. The Vice-Chancellor expressed the satisfaction of the Liverpool University at being able to render this service to a sister university in the United States.

He pointed out that there was no precedent for the action by the University of Liverpool. It was, however, the advantage of a modern institution that it was able not only to follow but also when desirable to create a precedent. Concluding, he said the ceremony was a mark of fraternal feelings which existed between institutions of learning in the two countries. The Dean of the Faculty of Science then presented Mr. Parshall for admission to the degree, and the Vice-Chancellor duly admitted him. There was a considerable attendance of members of academic bodies, and the Hon. J. L. Griffiths, the United States Consul in Liverpcol, was also present.

LONDON.

The University at the Franco-British Exhibition.

The University exhibit at the Franco-British Exhibition occupies a space of 27 feet by 15 feet in the north-east corner of the British Education Building, and is the largest university exhibit included in the British Education Section. It is especially interesting to note that this is the first occasion since the re-constitution of the University when a complete collection of photographs and documents illustrative of the work of the University as a whole has been formed. The exhibit from the University consists of a large map of London showing the position of the schools of the University, etc., photographs of the University buildings and a large collection of charts, publications and documents. All the schools of the University have contributed exhibits consisting mainly of framed photographs and charts. The University robe-makers (Messrs. Ede, Son and Ravenscroft and Mr. William Northam have prepared a series of sixteen coloured plates of university gowns and hoods.

A collection of publications by teachers of the University and their students in the year 1907 has been formed and is arranged in faculties and subjects, the printed books occupying the upper part of a large bookshelf and the pamphlets being contained in cases in the lower part. Dr. H. N. Alcock, St. Mary's Hospital Medical School, was responsible for the classification and arrangement of the collection. The publications catalogued and exhibited comprise 501 books, pamphlets

or articles, and are classified as follows:—Theology, 21; certain Arts subjects, 36; Education and Pedagogy, 17; Anatomy and Physiology, 45; Medicine and Pathology, 106; Surgery, 39; Chemistry, 66; Physics, 48; Botany, 26; Zoology, 25; Geology, 17; Eugenics, 10; Engineering, 12; Economics, 15; Miscellaneous, 18. Another bookshelf contains the publications of the University and its schools and institutions (calendars, prospectuses, reports, etc.), and a collection of bound volumes of college magazines.

The exhibit representative of medical education has been organised by a committee of the Conference of Deans of Medical Schools (Secretary, Dr. Eason, Guy's Hospital Medical School). It occupies one side of the space allocated to the University and consists of photographs of medical institutions and pictures of famous medical men. Some curious obsolete surgical instruments are shown by University College Hospital Medical School.

A social and athletic exhibit has been arranged by a committee of members of the Students' Representative Council (Secretary, Mr. Walter W. Seton, University College) and consists of a portfolio of documents, photographs of athletic teams, a chart of coats-of-arms and colours, and a large map of London showing the position of schools of the University and their athletic grounds.

In connection with the exhibit, four handbooks have been specially prepared, copies of which are available for visitors. These are as follows:—(1) Handbook containing general information in regard to the work of the University and a general catalogue of the University exhibit. This handbook contains 54 pages of printed matter and has a photograph of the University building at South Kensington as a frontispiece. (2) Catalogue of a collection of publications by teachers of the University and their students in the year 1907, (3) Handbook entitled "Medical Education in London." This handbook contains 188 large pages of letterpress and is illustrated by photographs of medical institutions and famous medical men. It gives full descriptions of the schools of the University in the Faculty of Medicine and of the various medical corporations. There is also much valuable information on the facilities for clinical study and research in special medical subjects. The handbook is the work of various writers, each a specialist in his particular subject, and is published by the Conference of

Deans of the Medical Schools of London. (4) Students' handbook. This handbook contains 86 pages of letterpress and is fully illustrated by photographs of the schools of the University and a map showing the position of their athletic grounds. Sir Arthur Rücker, Principal of the University, contributes a short introducion. Photographs of the Principal of the University, the Students' Representative Council officers and the University building at South Kensington are also included. Full information is given of the societies and athletic organisations of the University and of its several schools. The handbook has been prepared by the Students' Representative Council, and is edited by Mr. Walter W. Seton, M.A., of University College.

The University exhibit has been organised by a special committee consisting of representatives of the schools of the University, with the Principal of the University as chairman. Mr. T. L. Humberstone, of the University staff, has acted as secretary to the committee and has been generally responsible for the organisation of the University exhibit.

Facilities for Students in London Libraries.

The attention of University students is called to the special facilities which are afforded to them in the following libraries:

(1) The Committee of the Royal Colonial Institute, Northumberland Avenue, W.C., have granted special facilities in their library to post-graduate students of the University of London who are at work on Colonial questions. The library contains over 70,000 volumes and pamphlets relating to the history, government, trade resources and development of India and the British Colonies. The Colonial law reports, which contain the decisions of the judges of the various Colonial courts, are of great interest to those engaged in legal affairs. There is also a newspaper room in which 528 journals, magazines and reviews (home, Colonial and Indian) are regularly received and filed. Books may be borrowed subject to the library regulations.

(2) Reference to books in the library of the Institute of Bankers, 34, Clement's Inn, E.C., can be made by students of the University. The library (5,500 volumes) contains works on economics, dealing mainly with banking and currency, and includes banking periodicals and Parliamentary reports.

(3) Medical undergraduates of the University are allowed to use the Wills Library (Guy's Hospital). Books can be borrowed

from the library on the deposit of £1. 1s., which is returnable. The library (7,000 volumes) contains medical text-books, works of reference and medical journals.

(4) Male post-graduate students of the University are allowed to use the Brompton Oratory Library, Brompton Road, S.W., for reference purposes. The library (20,000 volumes) consists mainly of theological works, hagiography, patrology and ecclesiastical history.

(5) Special borrowing facilities have been accorded to students of the University at the public libraries in the borough of Woolwich. The Central Public Library, William Street Woolwich (25,000 volumes) possesses what is probably the most important collection of literature dealing with Kent that exists. It also contains many valuable works on botany, horticulture, agriculture and several branches of nature study. The Plumstead Reference Library (19,000 volumes) contains the Joseph Edwards sociological collection, and the Skipworth collection containing the proceedings of archæological and historical societies and many valuable works on cognate subjects. The Eltham Public Library (8,500 volumes) is particularly strong in literature and fine art.

All students wishing to avail themselves of these privileges are required to present a letter of introduction from the Goldsmiths' Librarian of the University.

A Holiday Course for Foreigners.

The Board for the Extension of University Teaching is arranging a holiday course for foreigners, to be held in London in July and August, 1908, under the direction of Professor Walter Rippmann. The full course will extend over four weeks, from July 20th to August 14th, but students will also be admitted to the first or second fortnight only.

The course is planned in such a way as to be of special value to teachers in lycées, collèges, gymnasien, real-gymnasien, realschulen, and other schools of the same type; but it by no means appeals only to this class of student. Those who propose to attend the course will be expected to have a fair knowledge of the language, and to have made themselves familiar with the mode of transcription adopted by the Association Phonétique Internationale. Arrangements cannot be made for students who are only beginning the study of English, and have no conversational knowledge of the language.

The Director will be glad to see students at the University, Imperial Institute Road, South Kensington, on Saturday, July 18th, between 10 and 5. Work will be begun on Monday, July 20th, at 10 o'clock. Sir Arthur Rücker, Principal of the University, will deliver the inaugural address. The fees are as follows:—For the full course (July 20th to August 14th), £2. 10s.; for the lectures only, £1. 10s.; for the first or second fortnight, £1. 10s.; for the lectures only, £1. A ticket admitting to any single lecture can be obtained on payment of 2s. 6d.

All communications referring to the holiday course should be addressed to the Registrar of the University Extension Board, University of London.

Establishment of a Matriculation Board.

The Senate of the University has decided to constitute a Matriculation Board with the following terms of reference:—

To consider and report upon all questions relating to the admission of students, *i.e.*, all matters connected with the matriculation examination, especially the regulations for the examination, the appointment of examiners and assistant examiners, the appointment of moderators, the preparation of statistics, and exemptions under Statute 116.

To discuss in conference with the representatives of the Universities of Oxford and Cambridge points of difficulty which may arise in connection with the system of mutual recognition of certificates among the three Universities.

To consider proposals for similar mutual recognition of certificates from the University of Birmingham, the Joint Matriculation Board of the Universities of Manchester, Liverpool, Leeds and Sheffield, and the Central Welsh Board.

The Matriculation Board for the year 1908–09 has been constituted as follows:—The Chancellor, the Vice-Chancellor, the Chairman of Convocation, four members of the Academic Council, viz., the Vice-Chairman of the Council, the Rev. Prof. W. H. Bennett, the Rev. Prof. A. Caldecott, Mr. J. L. S. Hatton, four members of the Council for External Students, viz., the Vice-Chairman of the Council, Mr. R. C. B. Kerin, Sir Philip Magnus, Sir Albert Rollit, Dr. T. Gregory Foster, the Rev. A. C. Headlam, Miss E. C. Higgins, Miss M. J. Tuke.

University News and Notes.

It is announced that during the session 1908–09 a course of six lectures on "The Influence of Roman Law upon Western Europe" will be delivered by Professor Paul Vinogradoff, of Oxford.

Dr. G. W. Prothero, Hon. Fellow of King's College, Cambridge, Fellow of the British Academy, and Editor of the *Quarterly Review*, has been appointed to deliver at the beginning of the session 1908–09 the Creighton Lecture under the scheme established to commemorate the historical work of the late Bishop of London. An announcement as to the date and place of the lecture will be made later.

During the session 1908–09 a course of not less than three lectures on "Spanish Literature" will be delivered by Mr. James Fitzmaurice-Kelly, Fellow of the British Academy. Details of the lectures will be published at a later date.

Mr. M. O. B. Caspari, M.A., has been appointed University Reader in Ancient History, to teach at University College and Bedford College, with the status of "Appointed Teacher." Mr. Caspari was a classical scholar of Corpus Christi College, Oxford. Since 1905 he has held the post of Lecturer in Greek at the University of Birmingham. During the session 1906–07 he took the advanced classes in Ancient History at University College, London.

Bedford College for Women.

The Council of the College have appointed Mr. J. A. H. Brinckler, M.B. (Cantab.), to be Lecturer and Head of the Department in Hygiene. The title of Demonstrator, in place of that of Junior Demonstrator, has been conferred upon Miss H. L. M. Pixell, B.Sc. (Zoology), and Miss. H. L. Thompson, B.Sc., Nat. Sci. Tripos, Cantab. (Physics).

The course of scientific instruction in Hygiene has been extended to four terms, instead of three terms as hitherto. The course will begin in October of each session. The work of the first three terms will be in Bacteriology, General Physiology, Physiology, Chemistry, and Physics, as bearing specially upon Hygiene, and Hygiene and Public Health. The fourth term will be devoted to lectures on the legal, industrial and economic questions connected with the subject. The diploma will be granted on the results of the work of the first three terms.

The composition fee for the first three terms will be 30 guineas, for the fourth term 5 guineas.

A further course of lectures has been arranged on Hygiene for teachers. It will extend over the October and Lent terms, and will involve two lectures a week followed by practical work. Special consideration will be given during the course to the study of methods available for the teaching of Hygiene. The class will meet two evenings a week, and will be conducted by Mr. J. S. Edkins, M.A., M.B., Lecturer in Physiology. The fee for the course will be 3 guineas. Only teachers, and people qualifying to be teachers, will be admitted to the course. Further particulars can be obtained on application to the Principal.

It has been arranged to extend the Physiology Laboratory for the coming session, in order to meet the growing need for more accommodation in this department due to increasing numbers and the development of physiological work in different directions. Addition is also being made to the Chemistry Laboratory. The Geological Laboratory is being moved into new and larger quarters, and research rooms will be fitted up for Botany and Zoology.

Miss L. E. Farrer, B.A., a former student of the College, and Assistant Lecturer in French from 1904–06, has received the Doctorate of the University of Paris with "*Mention très honorable*" for a thesis on the subject of "La Vie et les Œuvres de Claude de Saintiens *alias* Claudius Holyband."

The Reid Trustees have offered a Research Studentship in Chemistry tenable for one year.

Goldsmiths' College.

The Delegacy entrusted with the conduct and administration of Goldsmiths' College have presented their report for 1907–08.

Thanks to the generosity of the Goldsmiths' Company, the new buildings and alterations are now complete, and the net result is to give sufficient and convenient accommodation to the Training Department, to provide an exceptionally spacious and well lighted Art School, and to liberate the old Art School for the extension of the scientific and other work of the College.

The number of students in the Training Department is 515 (15 more than the normal maximum), of whom 178 are men and 337 women. This total includes two Egyptians, who form part

of a group selected by the Egyptian Ministry of Education to complete their course in England. The second part of the final examination of students in training was held for the first time in June and July, 1907, when 203 passed, 26 obtaining "distinction." It is hoped that a B.A. course for internal students will be instituted next session.

The hostels in connexion with the College now provide accommodation for 125 women; of the remainder 35 occupy recognised lodgings, the others living at home. There are as yet no hostels for men. The Senate have removed the restriction of the scope of the College to the standard of the pass degrees, so far as evening students are concerned. In the Art School a class of Etching has been opened; the class of Enamelling has been continued. Mr. E. J. Sullivan gives instruction in Book Illustration, and visiting teachers of Painting and Modelling will shortly be appointed. The Matriculation Classes instituted at the beginning of this session have been well attended.

King's College.

The King's College, London (Transfer), Bill was read a third time in the House of Commons on June 25th, and now awaits the Royal assent.

The distribution of certificates and prizes took place in the Great Hall of King's College on July 1st, and there was a large attendance. The Principal, the Rev. Dr. Headlam, presided, and among those present were the Bishop of Central Pennsylvania, Professor J. M. Thomson, F.R.S., Vice-Principal and Sir Thomas Raleigh, K.C. The Bishop of Central Pennsylvania presented the certificates and prizes to the successful students, and afterwards delivered an address.

In connection with the course on Home Science and Economics which will commence in October at the King's College Women's Department, 13, Kensington Square, the Council have made the following appointments on the staff:—General Biology, Prof. Dendy; Bacteriology and Microscopy, Prof. Hewlett and Dr. Taylor; Applied Chemistry, Mr. H. L. Smith, B.Sc., in consultation with Prof. Jackson; Physics, Dr. W. Wilson; Psychology, Mr. W. Brown, M.A.; Chemistry (1st year), Mrs. McKillop, M.A.; Lecturer in Biology (1st year), Miss Hill, B.Sc.; Special Lecturer in Economics, Miss Atkinson, M.A.; Lecturer in Sanitary Science and Hygiene, Miss Alice Ravenhill, F.R.San.I.

Professor J. M. Thomson has been elected Vice-President of King's College, and the following have been appointed Deans of the Faculties:—Prof. Gollancz, Arts; Prof. S. A. F. White, Natural Science; Prof. Peter Thompson, Science, Medical; Profs. Capper and H. M. Waynforth (Sub-Dean), Engineering; Mr. P. T. B. Beale, Advanced Medical Studies.

The London School of Economics.

Mr. H. J. Mackinder, M.A., has recently intimated his resignation, as from September 30th next, of the office of Director of the London School of Economics and Political Science, to which he was appointed in 1903. Mr. Mackinder retains the Readership in Geography, to which under its then title he was appointed in 1902.

University College.

The Foundation Week Celebrations, organized by the Men's Union Society of University College, took place in the first week in June. On June 3rd the Athletic Sports were held on the Union Society's new Athletic Ground at Perivale. There was a good attendance of members of the College and friends, and the excellence of the sports themselves as compared with previous years showed a marked increase in the efficiency of the College Athletics. The Quain Challenge Cup, which is held by the person obtaining the highest number of points, was this year won by Mr. L. J. Twort of the Faculty of Arts. The Vice-Chancellor of the University, Sir William Collins, and Lady Collins were present. The Vice-Chancellor formally opened the new Athletic Ground which was used this year for the first time for the Annual Athletic Sports.

On June 4th the Foundation Day Oration was delivered in the evening by Mr. J. Lewis Paton, High Master of Manchester Grammar School, and formerly Head Master of University College School. The subject of the Lecture was "The University and the Working Classes." The Lecture was preceded by a Reception and was followed by Music in the General Library. The Lecture will be published in the June number of the *St. George's Review.*

On June 5th the Smoking Concert in support of University College Hospital, which has now become an annual function, was held in the King's Hall, Holborn Restaurant.

Mr. H. Deans has been re-appointed to lecture on Railway Engineering; Mr. A. T. Walmisley to lecture on Waterways, Docks, and Maritime Engineering; and Mr. W .N. Blair to lecture on Roads, Street-Paving, and Tramways, during the Session 1908–09. Dr. C. Spearman has been re-appointed Reader in Experimental Psychology.

Lord Reay presided at University College on July 2nd at an assembly of the Faculties of the College. The theatre was crowded. Among those on the platform were Sir Edward Fry, F.R.S. (Fellow of the College) and Lady Fry, Dr. Gregory Foster (the Provost), Sir William Ramsay, Professor Housman, Professor Platt, Dr. Gollancz, Professor Gardner, Professor Cormack, Professor Kenwood, and Professor Montague.

Professor Pollard, dean of the Faculty of Arts, read his report on the work of the session 1907–1908. He said that the efforts of the various college departments to realize academic ideals had been as strenuous and successful as ever. The number of students was 1,302, as against 1,191 at this time last year, not including 100 students of other colleges attending inter-collegiate courses. Of these, 233 were post-graduate or research students, as against 171 last year. Internal students numbering 574 had been registered, as against 467 at this time last year. For the moment the Faculty of Arts was satisfied with what had been done for it, but the Faculty of Science was clamouring for fresh developments, its most crying need being a new department of chemistry. After the scholars, exhibitioners, and winners of diplomas and medallists had been presented to him, Sir Edward Fry delivered a short address in the course of which he said that the report was remarkable because it showed the great expansion of the work of that college, which he entered as a student 60 years ago. He referred to the distinguished men who had studied there, such as John Stuart Mill and Robert Browning, and to the eminent professors who had taught there in the past. Lord Reay, in proposing a vote of thanks to Sir Edward Fry, said the college represented a cosmopolitan field of learning and was prepared to give teaching in any branch of learning for which there was a demand.

In the general library at University College on July 1st, Lord Curzon unveiled a portrait medallion in bronze as a memorial of the late Mrs. Craigie ("John Oliver Hobbes"). The memorial also includes a replica of the medallion for the

United States and a scholarship for the promotion of the study of modern English literature to be awarded to students of University College. Pearl Craigie was a student at University College from 1889 to 1902, and worked mainly with Professor G. Croom Robertson (Grote professor of philosophy of mind and logic) and Professor Alfred Goodwin (professor of Greek and Latin). Sir Edward Busk, Vice-Chairman of the College Committee, presided, in the absence of Lord Reay, and among the large number present were Mr. and Mrs. J. Morgan Richards (parents of Mrs. Craigie), Lord and Lady Desborough, the Dowager Marchioness of Headfort, Sir Squire and Lady Bancroft, Mr. Thomas Hardy, and Sir T. Brooke-Hitching.

MANCHESTER.

University News and Notes.

Lord Morley of Blackburn, Chancellor of the University, has nominated the following as recipients of honorary degrees on the occasion of his installation on July 9th.

Mr. A. J. Balfour, Mr. E. J. Broadfield (Treasurer of the University), Mr. Andrew Carnegie, Lord Courtney of Penwith, Lord Curzon of Kedleston, Sir Edward Donner, Dr. A. M. Fairbairn (Principal of Mansfield College, Oxford), Sir Frank Forbes Adam (Chairman of the University Council), Mr. R. B. Haldane, Sir H. F. Hibbert (Chairman of the Lancashire Education Committee), Sir William H. Houldsworth, Professor Henry Jackson, Sir William Mather, Mr. J. Cosmo Melvill (donor to the Manchester Museum of the Cosmo-Melvill Herbarium), and Sir Edward Maunde Thompson.

In addition to these the following honorary degrees already recommended by the Senate will be conferred:—

Litt.D.: Mr. A. J. Evans (keeper of the Ashmolean Museum) and Mr. William Farrer (editor of the "Victoria County History of Lancashire").

D.Sc.: Emeritus Professor Gamgee.

At the meeting of the Council on June 24th the following resolutions were passed:—

The Council has heard with deep regret of the death of the Right Honourable the Earl of Derby, K.G., a member of the Court of Governors, and desires to place on record its sense of

valuable support given by him to the University and of his great services to the community.

The Council desires to express its deep regret at the death of Mr. R. H. Joynson, a member of the Court of Governors and a liberal benefactor to many educational institutions and charitable objects in the city.

Professor A. H. Young has been re-appointed as representative of the University on the General Medical Council.

Mr. Roland Edgar Slade, M.Sc., has been elected to a Gartside Scholarship. Mr. Slade entered the University as a Cheshire County Council Scholar. In 1906 he graduated in the Honours School of Chemistry and received the Mercer Scholarship which is awarded on the results of the final examination in that school.

Miss Katharine Noakes, Somerville College, Oxford (classical honours), formerly of the Maria Grey College, has been appointed a Junior Demonstrator in Education.

Mr. John Cameron, D.Sc., M.B., has resigned his post as Demonstrator in Anatomy on his appointment as lecturer to the Middlesex Hospital.

Degree Day.

July 4th was Degree-day at Manchester University. There was a large gathering in the Whitworth Hall.

The Vice-Chancellor, who presided, explained at the outset the reason for dispensing on that occasion with any lengthened statement regarding the work of the University. He purposed, he said, very shortly to prepare a printed statement with regard to such work and the events which had occurred during the past session. There was, however, one point on which he had a few words to say. The new buildings for the Union and for the refectory were rapidly advancing. They would be completed and, he hoped, opened by about Easter of next year—and he thought it most important that those who had taken in hand the duty of seeing that the Union buildings shall be opened free from debt should have the most vigorous support of all the students and graduates of the University. Sir William Mather, as chairman, and Mr. Alfred Haworth, as treasurer, in this business certainly should receive most vigorous and earnest support from those who will directly benefit from the buildings which are being erected.

The Vice-Chancellor then conferred the honorary degree of Master of Arts upon Mr. William Burton, an authority on the

art and history of pottery. The honorary degree of Master of Science was next conferred upon Mr. William Kirkby, lecturer on Pharmacognosy in the University. A large number of ordinary degrees were then conferred.

OXFORD.

The Encænia.

This year's Encænia was held on June 24th. Lord Curzon, the Chancellor, presided over a packed gathering in the Sheldonian Theatre. The recipients of honorary degrees were as follows:—

D.C.L. (Presented by Sir Thomas Raleigh, for the Regius Professor of Civil Law).

His Highness the Maharaja Sir Chandra Shum Shere Jung Bahadur Rana, G.C.S.I., Prime Minister of Nepal.

The Rt. Hon. David Lloyd George, Chancellor of the Exchequer.

The Right Hon. Sir Ernest Satow, G.C.M.G., late British Minister in Peking.

The Rt. Hon. C. S. Parker, Honorary Fellow of University College.

Sir Robert Hart, G.C.M.G., Inspector-General of Chinese Customs and Posts.

D.Sc. (Presented by the Sedleian Professor of Natural Philosophy, Dr. Love.)

Dr. Fulgence Raymond, of the Hôpital de la Salpêtrière, professor in the University of Paris.

Mr. J. J. Harris Teall, F.R.S., Director of H.M. Geological Survey.

Dr. James Ward, Professor of Mental Philosophy in the University of Cambridge.

D.Litt. (Presented by Dr. Farnell for the Regius Professor of Greek.)

Mr. Frederic Seebohm, LL.D. (Edin.).

Mr. B. B. Rogers, Honorary Fellow of Wadham College.

The Crewian Oration was delivered by the Public Orator, Dr. Merry, who, in the course of a witty address made mention of the losses recently suffered by the University by the deaths of the Rev. J. K. King; the Rev. T. Vere Bayne; the Most Rev.

W. West Jones, Archbishop of Capetown; Sir John Evans; Sir Henry Campbell-Bannerman; and the Duke of Devonshire, and by the resignations of Professor Cheyne and Sir Hubert Parry. Dr. Merry also spoke of the satisfactory growth of the University Appeal Fund, and of University Reform. This speech was followed by the recitation of the prize compositions, and Convocation was then dissolved by the Chancellor. The customary luncheon at All Souls followed.

Honorary Degrees for Pan-Anglican Visitors.

A special Convocation was held on July 1st in the Sheldonian Theatre, presided over by the Vice-Chancellor, for the purpose of conferring honorary degrees on thirteen members of the episcopate. The Regius Professor of Divinity (Dr. Ince) made twelve presentations for the honorary degree of Doctor of Divinity. In introducing the Archbishop of York Dr. Ince spoke of his career, first as a soldier in India, then as a devoted clergyman in Newington and Kensington, next as Bishop of Lichfield, and finally as Metropolitan of York. The Archbishop of Melbourne was next presented as Metropolitan of the province of Victoria, and then the Archbishop of Toronto who for thirty years has presided over that See. In presenting the Bishop of Durham attention was called to his literary distinction, to his Cambridge career as Principal of Ridley Hall, and to his eminence as a preacher. The Bishop of Winchester was spoken of as one whose brilliant University career as a student, as a professor, and as an author, led to his promotion to the episcopate. The Bishop of Bristol was presented as formerly a Fellow of St. Catharine's, Cambridge, and as a man of extraordinary practical ability and profound knowledge of Church history. The Bishop of Ely was described as a man in whom the Church recognised a great theologian, while Cambridge saw in him a valued Vice-Chancellor. Bishop Montgomery was referred to as one who, after hard parish work in his own country, proceeded to Tasmania, and after 12 years was recalled to undertake the administration of the Society for the Propagation of the Gospel. Dr. F. R. Graves, missionary bishop of the American Church in Shanghai, and Dr. J. M'Kim, missionary bishop of the American Church in Tokio, were spoken of in the highest terms. In introducing the Bishop of Lahore reference was made to the great work he had carried on in Delhi for some 20 years, and in presenting the Bishop of Carpentaria, Dr. Ince alluded to his

labours in a sparsely inhabited part of Australia. A degree of Doctor of Letters was conferred upon the Bishop of Calcutta, Metropolitan of India, who was introduced by Dr. Farnell, Dean of Exeter College.

Opening of New Chemical Laboratories.

The Sir Leoline Jenkins' Laboratories at Jesus College were opened on June 23rd. The Principal, Sir John Rhys, presided at the opening ceremony. Among those present were the Vice-Chancellor, the Bishop of St. Asaph, Sir Owen Roberts, Professor H. E. Armstrong, Professor W. Odling, Professor E. B. Poulton and Principal Griffiths of University College, Cardiff. The opening address was delivered by Professor H. B. Dixon, director of the Chemical Department in the University of Manchester, who took for his subject "The Burning of Pure Gases." In declaring the new laboratories open Professor Dixon expressed the hope that Jesus College would encourage post-graduate work. Professor Armstrong and the Vice-Chancellor also spoke. The laboratories are styled the Sir Leoline Jenkins' Laboratories to commemorate the munificence of that distinguished Principal of the College in Stuart times. The laboratories comprise three storeys. Practical work in chemistry will be mainly confined to the two rooms on the second floor. On the first floor there is a lecture-room which will seat a class of about 100. The ground floor will be used for the teaching of such elementary physics as is required by the undergraduates of the college and also principally for research. There is also an ample basement for storage, etc.

University News and Notes.

The contributions for the re-endowment of Oxford University having reached a total of more than £100,000, the second donation of £10,000 promised by Mr. W. W. Astor has been received by Lord Curzon, chairman of the fund.

The Rev. George A. Cooke, formerly Fellow of Magdalen College, has been elected Oriel Professor of the Interpretation of Holy Scripture, in place of the Rev. T. K. Cheyne, Fellow of Oriel, who has resigned. Mr. Cooke was a scholar of Wadham College, and took a Second Class in the Honour School of Theology in 1888. He was Lecturer at St. John's College, and afterwards Chaplin and Fellow of Magdalen College. The stipend of the professorship consists of

a canonry in Rochester Cathedral, the value of which exceeds £600 per annum, and a residence is attached.

Professor Sanday has been granted a dispensation from lecturing for a year with a view to his work upon the Life of Christ.

The dispute over the reconstitution of the Ashmolean Museum and the University Galleries as one institution has been ended by providing that no change in the accommodation assigned to any department shall take effect without the consent of convocation.

The proposal to allow the Final Honour School of *Lit. Hum.* to begin on the seventh week of the Summer Term instead of the sixth has been rejected by Congregation.

The Court of the Clothworkers' Company have voted a donation of £1,000 to the Oxford University Appeal Fund.

Canon H. Scott Holland delivered the Romanes lecture in the Sheldonian Theatre on June 13th on the subject of "The Optimism of Butler's Analogy." The Vice-Chancellor presided over a large audience.

Mr. B. P. Grenfell has been appointed Extraordinary Professor of Papyrology and Mr. A. S. Hunt has been appointed Lecturer in Papyrology.

The delegates of the Common University Fund have allocated an additional sum of £450 per annum for seven years to the study of palæography, diplomatic and kindred subjects.

Mansfield College.

The 22nd annual meeting of the trustees and subscribers of Mansfield College, Oxford, was held on June 19th, under the presidency of Dr. A. W. Dale, Vice-Chancellor of the University of Liverpool. Sir Albert Spicer presented the financial statement showing that the expenditure for the year amounts to £6,904. 0s. 6d., leaving a deficit on the year's working of £241. 12s. 7d., which, with last year's adverse balance made a total of £328. 1s.

A letter was read from Dr. Fairbairn, the Principal of the College, announcing his wish to retire from the office. The following resolution, passed by the Council of the College, was read by the chairman: "The Council of Mansfield College receive with profound regret the Principal's notice of his im-

pending retirement and while deferring to another occasion a fuller recognition of his invaluable services they would now record their grateful appreciation of all that he has done to build up the college on its new foundations at Oxford. And of the influence he has exerted by his character, learning, and life, on the college, the university and the churches of our own and other lands."

ST. ANDREWS.

University News and Notes.

A special graduation ceremony was held in the library-hall of the University of St. Andrews on July 1st for the purpose of conferring the honorary degree of Doctor of Laws on Sir Joseph Hector Carruthers, ex-Premier of New South Wales. Principal Sir James Donaldson, Vice-Chancellor, presided, and there was a large attendance of members of the University and the general public. Professor Lawson, in presenting Sir Joseph Carruthers for the degree, said that he was a statesman who had amply earned by conspicuous public service the distinction which he was to receive from the oldest University in Scotland.

Principal Donaldson then performed the capping ceremony. Sir Joseph Carruthers afterwards gave a short address on New South Wales.

Professor Alfred Edward Taylor, M.A., John Fotheringham Professor of Philosophy in McGill University, Montreal, has been appointed to the Chair of Moral Philosophy, rendered vacant by the resignation of Professor Bernard Bosanquet.

At the last meeting of the University Court, a report of statistics regarding the attendance of students in the summer session was submitted. It appeared that the number in attendance at St. Andrews was 146 and at Dundee 133, making a total of 279. Last summer the total was 273, and in 1904, 275. On no other previous occasion had the number exceeded 260. The highest year at St. Andrews was last year, when the number was 126. The highest year at Dundee was 1904, when there were 176 students. The total number of students matriculated for the academical year was 549 (including 18 specially matriculated for the summer session). Of these, 335 were enrolled at St. Andrews and 214 at Dundee. This year showed a great

increase in the number of students. The record year hitherto had been 1905–1906, when there were 518.

Dr. G. A. Gibson, Edinburgh, has been appointed to represent the University at the International Conference on Tuberculosis, to be held at Washington, U.S.A., in September and October next.

The Royal Commissioners for the exhibition of 1851 have renewed for a second year the science research scholarship awarded by them, on the recommendation of the Court, to Mr. John Weir, M.A., B.Sc.

The University Court recently considered a report by Prof. Scott Lang on the formation of a University contingent of the Officers' Training Corps proposed by the War Office, and the following resolution was adopted: "That it is desirable to have a contingent of the Officers' Training Corps furnished by the University of St. Andrews, and that it be a company of infantry."

SHEFFIELD.

The University's First Degree Congregation.

The first congregation for conferring degrees was held on July 2nd. The Chancellor of the University, the Duke of Norfolk, presided, and, in his opening address, pointed out that they were practically starting the institution by that ceremony. The University was opened three years ago by the King, but only now had the first course been completed, and only now could they gather the first fruits. They stood on the very threshold of the intellectual advance of the University which they had reared. He urged the youth of Sheffield to take advantage of the opportunities which the University offered.

The degrees were conferred as follows:—

Degree of Doctor of Letters (*honoris causa*).—George Franklin, Pro-Chancellor of the University; Professor C. H. Firth; Professor Henry Jackson, O.M.

Degree of Doctor of Metallurgy (*honoris causa*).—Colonel Edward Vickers, C.B., head of the firm of Vickers, Sons, and Maxim.

Conferment of Degrees on Members of the Senate.—(*a*) Doctor of Science: Professor W. M. Hicks; (*b*) Doctor of Engineering: Professor W. Ripper; (*c*) Doctor of Metallurgy:

Professor J. O. Arnold; (*d*) Master of Arts: W. M. Gibbons, Professor J. A. Green; (*e*) Master of Science: Professor A. Denny, Professor L. T. O'Shea; (*f*) Master of Surgery: Professor R. J. Pye-Smith, Professor R. Favell; (*g*) Master of Metallurgy: Assistant Professor A. McWilliam.

Conferment of Degrees on Members of the Teaching Staff not being Members of the Senate.—(*a*) Bachelor of Engineering: F. Boulden, E. H. Crapper, J. Husband, J. W. Kershaw, W. G. Hibbins; (*b*) Bachelor of Metallurgy: F. K. Knowles, J. H. Wreaks.

Conferment of Doctors' Degrees (*ad eundem*).—(*a*) Doctor of Science: E. Drabble; (*b*) Doctor of Medicine: E. W. Adams.

Master of Metallurgy.—Professor A. A. Read, Zung Tse Kien Woo, T. Baker (*ad cundem*).

B.A.—With honours: W. V. Watson, J. Stokes, H. V. Youle; ordinary: Winifred Parker, Edith Spary; *ad eundem*: T. R. Baldwin, F. Beaumont, Mildred Bramwell (*née* Faull), H. Coward, Frances Daft, A. W. Foster, L. V. Gill, Winifred Jarvis, Dorothy R. Potter. *Bachelor of Science.*—With honours: A. E. Oxley, C. J. Peddie; ordinary: Elsie Utley, R. S. Whitaker; *ad eundem*; W. Allanach, J. A. Bingham, J. M. Brown, A. Cawood, E. Clark, M. Collett, T. Crossland, A. E. Dunstan, G. S. Eastwood, J. S. Firth, Edith M. Foster, H. Hurst, W. H. Jenkinson, G. H. Linfott, G. E. Marshall, W. Nicholson, Catherine Radford, S. E. B. Smith, Constance Styring, E. W. Whittington, A. Wilkinson. *Bachelor of Medicine and Surgery.—Ad eundem*: A. E. Barnes, E. F. Finch, T. M. Hardy, H. G. M. Henry, C. E. W. Lyth, E. H. A. Pask, C. W. Smith, A. Young. *Bachelor of Engineering.—Ad eundem*: C. H. Chambers, H. T. Foster, C. Rodgers. *Bachelor of Metallurgy.*—With honours: Zung Tse Kien Woo, R. Mather; ordinary: G. S. Ludlam; *ad eundem*: J. D. Brunton, L. Dufty, W. H. Hatfield, P. Longmuir, I. B. Milne, T. Swinden.

Lectureship in Geography.

The Council of the University at a recent meeting appointed Mr. R. N. Rudmose Brown, B.Sc., to the newly-instituted lectureship in geography. Mr. Brown accompanied the Scottish Antartic Expedition in 1902 as naturalist and in 1906 he acted as Special Commissioner under the Indian Government for the investigation of the pearl oyster fisheries in the Mergui Archipelago.

WALES.

University College of South Wales.

The Council of University College, Cardiff, have recently elected Mr. Gilbert Norwood, Senior Assistant Lecturer in Classics in Manchester University, to the Professorship of Greek vacated by Professor Burrows on his appointment to Manchester University. Mr. Norwood, who is only 27 years of age, has had a brilliant scholastic career. He was appointed assistant lecturer in Greek at the University of Manchester, in October 1903, was elected Fellow of St. John's College, Cambridge, in 1904, and since September 1907, has been in charge of the department of Greek at the Victoria University.

A resolution has been passed by the College Council urging the appointment of a Welsh scholar as a member of the permanent staff of the Public Record Office, with a view to securing accuracy in the calendar of documents in the Record Office known as the Welsh Records.

University College of North Wales.

A meeting of the Council of the University College of North Wales, Bangor, was held at the College on June the 17th. Among those present were: Mr. Henry Lewis (Vice-Chairman) in the chair, the Right Rev. the Lord Bishop of St. Asaph, Professor E. Taylor Jones, the Very Rev. the Dean of St. Asaph, Principal Sir Harry R. Reichel, Professor Hugh Williams, the Registrar and the Assistant Registrar. Mr. W. H. Parter, B.A., former Scholar and Senior Moderator of Trinity College, Dublin, was appointed Assistant Lecturer in Greek and Latin.

The Welsh Library Committee reported a large accession during the year of books bearing on Wales, many of them of great rarity, and a special grant was made in order to enable the Assistant Librarian (the Rev. T. Shankland) to catalogue the whole of the Welsh Library on the card catalogue system.

A grant was also made to enable the Senate to arrange for a course of public lectures, principally on Archæological subjects, to be delivered next session.

It was resolved, on the motion of the Rev. Professor Hugh Williams, seconded by Mr. J. Allanson Picton, that the Council express their satisfaction at the proposed appointment by the Government of a special Commission to report upon the pre-

servation of the ancient monuments and buildings of Wales and signify their willingness to give the commission every assistance in their power.

Upon the recommendation of the Senate, it was resolved to represent to the authorities of the Geological Survey that it would be of great scientific interest and distinct educational advantage if the Survey would publish a new Geological Map of Anglesey, based on the improved methods of survey which had come into use since the publication of the existing Map in 1852.

The report of the Building Committee, which was received, showed that substantial progress was being made with the erection of the new buildings. The Building Fund Committee reported additional promises to the Building Fund amounting to more than £2,000 since the month of March, due principally to the successful canvass carried out by the Liverpool Local Committee.

UNIVERSITY COLLEGES.

University College, Bristol.

A meeting of the Governors of University College, Bristol, was held at the college recently, under the presidency of Mr. Lewis Fry, when the draft charter for establishing a University for Bristol was unanimously approved, and the Council of the college were authorized to present to His Majesty in Council the necessary petition for obtaining the charter.

JAMES WOOLLEY SONS & CO. LTD.

CHEMICAL, PHYSICAL AND PHOTOGRAPHIC APPARATUS.

CHEMICALS AND REAGENTS.

CATALOGUES

FREE ON APPLICATION.

VICTORIA BRIDGE,
MANCHESTER.